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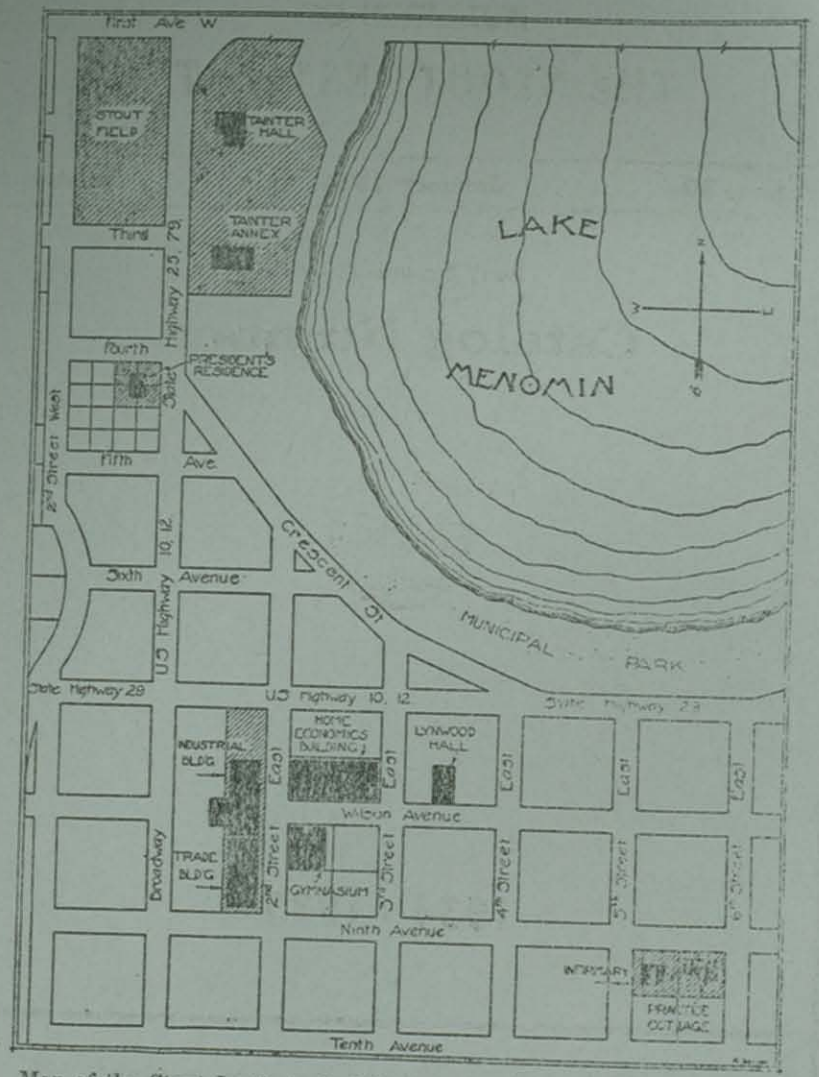


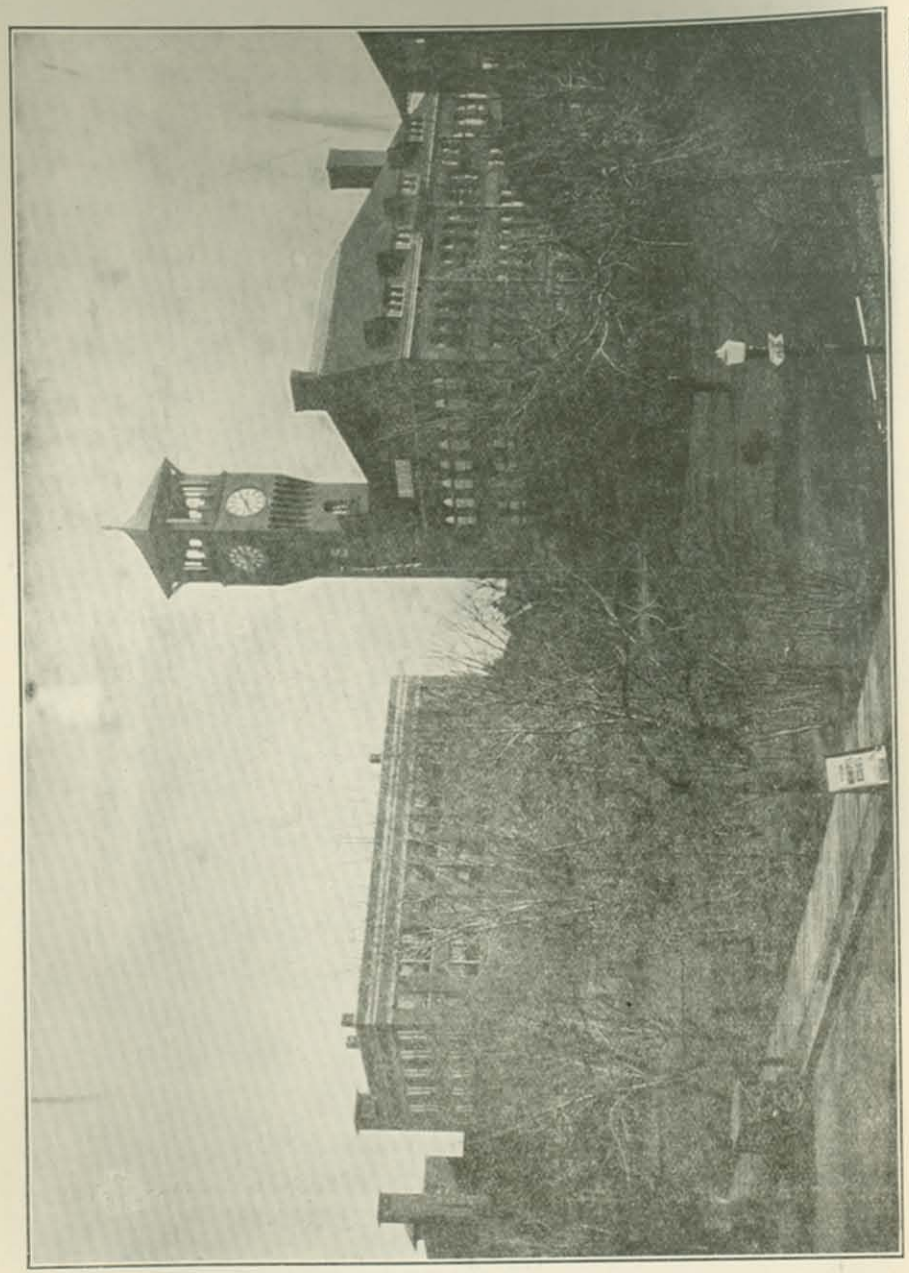
Map of the Stout Institute Buildings — the Main Group of Buildings the close proximity of Lynwood Hall to the Main Group, the Dormitory group located on the Shores of Lake Menomin, the President's Residence, and the Infirmary and Practice Cottage. The new Athletic Field containing more than ten acres lies within 3rd and 5th streets and within 14th and 16th avenues, six blocks south of the Gymnasium.

2/9

ANNUAL CATALOG
THE STOUT INSTITUTE

ANNOUNCEMENT
THIRTY-SECOND YEAR
1934-35

GENERAL INFORMATION AND
COURSES OF STUDY FOR THE SCHOOL YEAR
INCLUDING SUMMER SESSION
1934-35



INDUSTRIAL BUILDING (RIGHT) AND HOME ECONOMICS BUILDING. GYMNASIUM AND TRADE BUILDING NOT SHOWN

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College Calendar

FOR THE THIRTY-SECOND ANNUAL SESSION
TWENTY-NINTH SUMMER SESSION
OF
THE STOUT INSTITUTE

* * * * *

SECOND SEMESTER 1933-34

Monday, January 29, - Registration Day for Second Semester.
Tuesday, January 30 - Second Semester classes convene.
Sunday, May 27 - Baccalaureate Address.
Friday, June 1 - Commencement Day.

SUMMER SESSION 1934

Monday, June 18 - Twenty-ninth Summer Session begins.
Friday, July 27 - Summer Session closes.

REGULAR SESSION 1934-35

Tuesday, September 11 - Regular Session begins. Registration for Freshmen and other new students.
Wednesday, September 12 - Registration for matriculated students.
Thursday, September 13 - Classes convene.
Thursday, November 29 - Thanksgiving Vacation begins.
Monday, December 3 - Classes resume.
Friday, December 21 - Christmas Vacation begins.
Monday, January 7, 1935 - Classes resume.
Friday, January 25 - First Semester Ends.
Monday, January 28 - Registration Day for second semester.
Friday, January 28 - Registration day for second semester.
Tuesday, January 29 - Classes convene.
Sunday, May 26 - Baccalaureate Address.
Friday, May 31 - Commencement Day.

BOARD OF TRUSTEES

(January 1, 1934)

* * * * *

Employee Members	**Term Expires**
Peter T. Schoemann, Milwaukee	1939
Louis Holthusen, Green Bay	1935
John Wikstrand, Superior	1937

Agricultural Members

H. W. Griswold, West Salem	1935
Edgar R. Roll, Eau Claire	1939

Employer Members

J. E. Leverich, Sparta	1937
Jessel S. Whyte, Kenosha	1939
Harold S. Falk, Milwaukee	1935
Ernest W. Schultz, Sheboygan	1937

Ex-Officio Members

John Callahan, State Superintendent of Schools, Madison
Voyta Wrabetz, State Industrial Commission, Madison

Officers of the Board

President: Ernest W. Schultz
Secretary: George P. Hambrecht, Director State Board of Vocational Education, Madison

Stated Meetings of the Board

Regular quarterly meetings of the Board are held on the last Tuesday of January, April, July and October.

OFFICERS OF ADMINISTRATION

BURTON EDSAL NELSON, President.
CLYDE A. BOWMAN, Dean, School of Industrial Education, Director of Summer Session.
RUTH E. MICHAELS, Dean, School of Home Economics.
J. ERLE GRINNELL, Director, Department of Liberal Arts.
GERTRUDE M. O'BRIEN, Registrar, Appointment Secretary.
MERLE M. PRICE, Dean of Men.
ALETTA MONTEITH, Executive Secretary.
BRYARD M. FUNK, Business Manager.
JOSEPH T. BURNS, Director, Physical Plant.
THERESA STOLEN, College Nurse.
DR. JULIUS BLOM, College Physician.
GRACE M. DOW, Director of Halls and Housing, Hostess of Tainter Hall.
FREDA M. BACHMANN, Hostess of Tainter Annex.
MRS. W. B. DAVISON, Hostess of Lynwood Hall.

* * * * *

LILLIAN M. FROGGATT, Librarian.
ROBERT BRUCE ANTRIM, Assistant Librarian.
MYRTLE STRAND, Assistant Librarian.

* * * * *

CLARA YOHR, Office Assistant - Stenographer.
HELEN B. STAVERLOK, Office Assistant - Clerk.
AGNES WINSTON, Office Assistant - Stenographer

FACULTY

* * * * *

BURTON EDSAL NELSON, President.
Pennsylvania State Normal School, 1884; Western Normal College, B. S., 1891; M. S., 1895; High School Principal four years; Superintendent City Schools, Lewiston, Illinois, seven years; Superintendent City Schools, Lincoln, Illinois, four years; Superintendent City Schools, Racine, Wisconsin, fourteen years; President, The Stout Institute, 1923—

FREDA M. BACHMANN, Biological Science.
Miami University, Oxford, Ohio, 1907 A. B.; 1908 M. A., University of Wisconsin, Fellow in Botany 1908-1909; Assistant in Botany and Plant Pathology 1909-1912, Ph. D.; Milwaukee Downer College Asst. Prof. Botany and Bacteriology, 1912-24; University of Wisconsin, Instructor in Agricultural Bacteriology, 1914-24; The Stout Institute, 1924—

WILLIAM R. BAKER, Printing
Northern Illinois State Teachers College, graduate 1913, Part-time instructor, Summer Session 1913; Illinois State Normal University, Summer 1914; Mergenthaler Linotype School, Chicago, graduate, operator, and machinist 1920, 1921, 1928; Extension courses, University of Illinois, 1917-1918; Iowa State College, Ames, 1922-1923, Iowa State Teachers College, 1921, University of Wisconsin 1924; Summer Sessions, The Stout Institute, 1921-1925, B. S. Degree; University of California, Summer 1928; Experience as commercial printer and linotype operator 5 years, Teaching Manual Arts, Township High School, Fairbury, Illinois, 1913-1915; Printing Junior High School, Rockford, Illinois, 1915-1919; Printshop and bindery superintendent, and head of department of printing, public schools, Sioux City, Iowa, 1919-1925; Head of Department of Publications, Township High School, Waukegan, Illinois, 1925-1933; The Stout Institute, Summer Sessions, 1929, 1931; The Stout Institute 1933—

CLYDE A. BOWMAN, Industrial Education.
River Falls, Wis., State Normal, 1907; Stout Institute, January 1909; Columbia University Bachelor of Science Degree and Professional Diploma in Supervision of Industrial Arts, 1915; Graduate Work Columbia University, 1916, 1919; University of Wisconsin, M. S., 1927; Summer Sessions Stout Institute, 1907, 1908, 1909, 1911, 1913; University of Wisconsin, 1912; Columbia University, 1915; Shop Instructor, El Paso, Texas, 1909; Director of Manual Arts, City Schools, Stillwater, Minnesota, 1909-1911; Director Department Manual Arts, State Normal, Stevens Point, Wisconsin, 1911-1914, 1915-1916 (leave af absence 1914-1915): Instructor and Associate Advisor in Industrial Arts, Teachers College, Columbia University, New York City, 1916-1919; The Stout Institute, 1919—

ARTHUR G. BROWN, Education.
Macalester College, 1914, B. S.; Stout Institute, Summer Session, 1914; University of Chicago, Summer Session, 1919; University of Wisconsin, 1928, M. S.; Instructor of Manual Arts and Athletic Coach, City Schools, Le Suer, Minn., two years, and City Schools, Bottineau, North Dakota, one year; Director of Athletics and Head of Department of Manual Arts, Forestry State Normal School, Bottineau, North Dakota, four years. The Stout Institute, 1920—

MARY LOUISE BUCHANAN, Foods.
Iowa State College, Ames, Iowa, B. S.; Summer Session, Teachers College, Columbia University, 1919; Iowa State College, 1921; University of California, 1924; Iowa State College, M. S., 1927; Teacher of Foods, High School, Cedar Rapids, Iowa, 1915-1921; Teacher of Foods, High School, Omaha, Nebraska, 1921-1926; The Stout Institute, 1927—

EARL L. BURBIDGE, Physical Education, Coaching.
University of Wisconsin, B. S., 1928; Director of Athletics, Antigo, (Wis.) High School, 1928-1929; The Stout Institute, 1929—

GERTRUDE L. CALLAHAN, English.
State Normal School, Oshkosh, 1910; University of Chicago, Ph. B., 1912; University of Wisconsin, Ph. M., 1927; Teacher of English in High School,Waupun, Wisconsin, 1913-1915; Teacher of English in Senior High School, Jamestown, North Dakota, 1916-1918; Instructor of English, University of Wisconsin, 1919-1920; Teacher of English in South Division HighSchool, Milwaukee, 1920-1922; Teacher of English in East Side High School, Madison, 1923-1925; Instructor in English, University of Wisconsin, 1925-1927; The Stout Institute, 1927—

LILLIAN CARSON, Related Arts.
Earlham College, Richmond, Indiana; University of Chicago, Ph. B., 1919 and M. S. 1926; Instructor and Supervisor of Home Economics, Newcastle, Indiana, 1915-1918; Instructor Related Art, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1919-1921; Assistant Professor of Home Economics, Lewis Institute, Chicago, 1921-1925; The Stout Institute, 1927—

MARGARET WINNONA CRUISE, Nutrition.
University of Toronto, Toronto, Canada, B. A., 1912; Columbia University, M. A., 1918; Summer Sessions, University of Chicago, 1925, 1926, 1927; Teacher in Public Schools, Port Dover, Ontario, 1905-1907; Dietitian, Johns Hopkins Hospital, 1912-1913; Head, School of Household Science, Mount Allison College, Sackville, N. B., 1913-1915; Lecturer of Household Science, University of Toronto, 1915-1917; Instructor of Dietetics and Household Science, Oregon State College, 1918-1920; Lecturer of Nutrition and Household Science, MacDonald College, McGill University, Ste. Anne, Que., 1921-1926; The Stout Institute, 1927—

FRED L. CURRAN, Industrial Education.
State Normal School, Stevens Point, Wisconsin, 1905; Stout Institute, Diploma, 1909; B. S., 1921; Bradley Polytechnic Institute, Summers, 1908, 1909; Teachers College, Columbia University, Summer Session, 1928; Teacher in Public Schools, 1898-1903; Principal State Graded Schools, 1905-1907; The Stout Institute, 1908—

JOHN MURDOCH DAWLEY, Political Science and Economics.
University of Minnesota, B. A. in Liberal Arts, 1926; LL. B. in Law, 1928; M. A. in Political Science and Economics, 1930; Ph. D. in Political Science and Economics, 1932; Assistant Creditman in Texas Co. 1928-29; Teaching Assistant at University of Minnesota 1929-31; Instructor at University of Minnesota 1931-32; Liberal Arts Department, The Stout Institute, 1932—

JAMES A. DOCKAR, Woodworking
The Stout Institute, B. S. 1931. Assistant in Biology, The Stout Institute, 1932-33; Woodworking, 1933—

H. F. GOOD, Auto Mechanics, Electrical Work, Science.
Iowa State College, B. S. in Electrical Engineering, 1913; B. S. in Agricultural Engineering, 1914, M. S. in Industrial Education, 1929; Instructor in Agricultural Engineering, Dunn County School of Agriculture, 1914-1918; Special Training in Gas Engines, Tractors and Automobiles; Foreman of Construction Work in Electric Railway Shops; The Stout Institute, 1918—

DANIEL GREEN, Machine Drafting.
Whitewater, Wisconsin, State Normal, 1900-1902; Mechanical Engineering, University of Wisconsin, 1902-1905; B. S. Degree, University of Chicago, 1914; M. A. University of Minnesota, 1932; Instructor and director of shop work and drawing, Des Moines, Iowa, Louisville, Kentucky, Marquette, Michigan, and Elgin, Illinois, 1906-1917; Head of Department of Industrial Education, State Normal School, Macomb, Illinois, 1917-1918; Midland Chemical Company, Argo, Illinois, 1918-1922; Director Vocational Education, Richmond, Indiana, 1922-24; The Stout Institute, 1924—

JOHN ERLE GRINNELL, English.
University of North Dakota, B. A. in English, 1921; University of Minnesota, M. A. in Education 1925; Stanford University, all requirements except thesis completed for Ph. D. Principal of high school, Cooperstown, N. D. 1921-1923; same, Pine City, Minn. 1923-1924; Head of English Department and director of Journalism, Central High School, Albert Lea, Minn., 1925-27; Dean of State School of Forestry, Bottineau, N.D. 1927-1930; assistant and instructor in Education, University of Minn. 1930-1931; acting assistant professor of education, Stanford University 1931-1932; same, summer session 1932; The Stout Institute, 1932—

H. M. HANSEN, Advanced Woodwork.
Stout Institute, 1918. University of Wisconsin, Summer Session, 1919. Forest Products Laboratory, Special Courses, 1920-1923. Stout Institute, 1927, B. S.; Building Trades Experience 16 years; (Knapp-Stout Lumber Company one year. Carpentry, two years. Sash and Door, Planing Mill and Cabinetwork, four years. Patternmaking and machine shop, one year. Drafting, one year. In the Contracting business six years. Building Superintendence, one year.) Vocational School Instruction, (Saturdays) two years. The Stout Institute, 1912—

VIOLET M. HASSLER, Public Speaking.
Kansas State Teachers College, Emporia, Kansas, B. S., 1925; Northwestern University, Evanston, Illinois, 1928-1929. Teacher Grade School, Carlton, Kansas, 1920-21; Instructor, Speech Department, Kansas State Teachers College, Emporia, Kansas, 1925-28. The Stout Institute, 1929—

ALICE SHERFY HOUSTON, Director of Nursery School.
Lewis Institute, 1906-08; Ohio State University, B. S., 1923-24; Merrill Palmer School, Detroit, 1924 and 1930-31; University of California, Summer Session, 1926; University of Southern California, Summer Session, 1927; University of Washington, M. S. 1926-27. Teacher of Nutrition and Dietitian, Slippery Rock, Pennsylvania, State Teachers College, 1924-26; Teacher of Foods and Nutrition, University of Southern California, 1927-28; Teacher of Nutrition and Foods, U. S. Agri. College, Logan, Utah, 1928-29; Teacher of Nutrition and Dietitian, State Normal School, Bellingham, Washington, 1929-30; The Stout Institute, 1931—

LILLIAN JETER, Clothing and Related Art.

Kansas State Agricultural College, 1916, B. S.; Teachers College, Columbia University, 1925, M. A.; Fremont High School, Fremont, Nebraska, 1916-1919; Head, Home Economics Department, Nebraska Wesleyan University, Lincoln, Nebraska 1919-1926; Head, Clothing and Textiles Department, University, Summer of 1926; Teacher of Clothing and Textiles, Alabama College, Montevedo, Alabama, 1926-27; The Stout Institute, 1927—

HAZEL V. KEEFER, Home Economics Education.

Cornell College, B. S. in Home Economics and Education 1926; Iowa State College 1929 (summer session); Iowa State College M. S. in Home Ec. Ed. 1932; Instructor in Gladbrook, Iowa, high school, Home Ec. Dept. 1926-31; The Stout Institute, 1932—

FLOYD KEITH, General Metals, Sheet Metal.

River Falls Normal Diploma advanced course, 1915. Stout Institute, B. S. Degree, 1922. Iowa State College, M. S. degree, 1929. Three seasons recreational work, Winnipeg, Canada. Five years Instructor in Industrial Work in Wisconsin High Schools. Practical experience in the metal trades; The Stout Institute, 1922—

RAY F. KRANZUSCH, Auto Mechanics, Radio and Home Mechanics.

The Stout Institute, First Scholarship, 1920-1921. Journeyman Electrical Construction and Repair, Five and One-half Years; Instructor in Electrical, Auto Mechanics and Radio, Sheboygan High School, Sheboygan Vocational School, 1921-1924; Electrical, Auto Mechanics, Radio and Home Mechanics, Summer Session, The Stout Institute, 1923; The Stout Institute, 1924—

MILDRED L. LAWTON, Home Administration.

Union University, Jackson, Tenn., 1929 B. S., Iowa State College, Ames, Iowa, 1931, M. S. Grade Schools, Osceola, Mo., 1924-'28; High School Vocational Home Economics, Farmington, N. M., 1929-30; Advisor, Iowa State College, Ames, Iowa, 1930-31; The Stout Institute, 1931—

MABEL H. LEEDOM, Chemistry.

City Normal School, Dayton, Ohio, 1894; Stout Institute Diploma 1910; Columbia University, Summer Session, 1913; Teachers College, Columbia University, B. S., 1919, Graduate study. Columbia Schools, Dayton, Ohio, 1895-1905; The Stout Institute, 1910-1918; 1920—

RUTH M. LUSBY, Foods.

Univ. of Washington, B. S. 1918; Columbia Univ. M. A. 1920; Graduate work. Univ. of Washington, 1932-33. Dietitian Swedish Hospital, Seattle, 1918-19; Director Residences and Dining Halls, Univ. of Washington, 1920-28; Professor and Department Head of Dept. of Institution Management, Iowa State College, 1928-31; The Stout Institute, 1933—

MARY M. McCALMONT, Chemistry.

Westminster College, New Wilmington, Pennsylvania, B. S. Graduate Student, University of Omaha, Nebraska, 1911; University of Wisconsin, 1911-1912, M. S. 1921; Teacher in Public Schools, 1906-1907; Principal of High School and Supervisor of Music, Woodville, Ohio, 1907-1909; City Schools, Omaha, Nebraska, 1909-1911; The Stout Institute, 1912—

MYRNA HOVLID MESLOW, Home Economics Education.

The Stout Institute B. S. 1923; University of Minnesota M. S. 1930; Teacher in High School, Ironwood, Michigan 1923-25; Instructor The Stout Institute 1925-26; Vocational School, Milwaukee, Wis. 1927-28; Instructor in Foods, University of Minnesota 1928-30; Instructor in Chemistry, Junior College, Grand Rapids, Michigan 1930-31; Instructor in Home Ec., State Teachers College, Platteville, Wis. 1931-32; The Stout Institute, 1932—

RUTH E. MICHAELS, Home Economics Education.

State Normal School, Milwaukee, 1902; Stout Institute, 1905; University of Chicago, Ph. B., 1922; Columbia University, M. A. 1923; Instructor, Normal School, Cape Girardeau, Mo., 1905-1907; Head, Foods Department, Cape Girardeau, 1907-1911; Instructor Foods Department, Iowa State College, 1911-1913; Assistant Professor and Supervisor of Practice Teaching, Iowa State College, 1913-1915; Head, Home Economics Department, State College, Stillwater, Okla., 1915-1916; Dean, Home Economics Division, State College, Stillwater, Okla., 1916-1921; Assistant Professor, Home Economics, University of Pennsylvania, 1923-1927; The Stout Institute, 1927—

H. C. MILNES, Machine Shop Practice, Foundry Work, Pattern Making.

Armour Institute, 1904-1906; Columbia University, Summer, 1909; Chicago University, Summers, 1910, 1911; Stout Institute, 1928, B. S. Four Years Practical Work in Machine Trades. Teacher of Manual Arts, Evansville, Indiana, 1909-1916; The Stout Institute, 1916—

MAMIE RUSSELL MUTZ, Related Art.

State Normal, Peru, Nebraska, Diploma, 1904; University of Chicago, 1907-1908, Ph. B., 1916; Student Art Institute, Chicago, Saturday classes 1907-1908; Applied Arts Summer School, Chicago, 1920; California School of Fine Arts, 1922-1923; State Normal, Peru, Nebraska, Critic, 1905-1907; Supervisor of Art, Training School, 1908-1911; Director, Department of Art, 1911-1922; Colorado State Teachers College, Art Department, Spring and Summer, 1922; The Stout Institute, 1923—

PAUL C. NELSON, Elements of Woodwork, Carpentry, and Woodfinishing.

The Stout Institute Summer Sessions 1918, 1919, 1924, 1925, 1926, 1932, B. S. Iowa State College, M. S., 1934. Trade experience eighteen years. (Apprenticeship Cabinetmaking and Carpentry, five years. Journeyman Cabinetmaking and Millwork, four and one-half years. Foreman Cabinetmaking and Stair building, four years. Journeyman Carpentry two and one-half years. Building contracting business, two years.) Instructor Cabinetmaking, Woodfinishing, Carpentry, and Architectural drawing. Vocational School and High School, Racine, Wisconsin, eight years. Evening classes in Cabinetmaking and in trade preparatory and trade extension work in the Building Trades, six seasons. Elements of Woodwork, The Stout Institute Summer Session 1926, The Stout Institute, 1926—

GRACE M. PRICE, Vocational Home Economics Education.

State Normal School, Stevens Point, Wisconsin, Diploma, 1921; University of Chicago, Ph. B., 1924; Summer Session, Stevens Point Normal, 1921; Teachers College, Columbia University, 1921; Oregon Agricultural College, Corvallis, Oregon, 1922; University of Chicago, 1923; Teacher in Vocational School, Fond du Lac, Wisconsin, 1921-1922; Head of Home Economics Department, Fond du Lac Vocational School, 1922-1923; Teacher Trainer of Vocational Home Economics Education of Wisconsin, State Board of Vocational Education, June 1924; University of Wisconsin, Summer Session, 1924. The Stout Institute, 1924—

MERLE M. PRICE, History.

State Teachers College, St. Cloud, Minnesota, Diploma, June, 1921; University of Minnesota, College of Education, B. S., 1924; M. A. 1929. H. S. Principal, Gonvick, Minn., 1921-22; H. S. Principal, Park Rapids, Minn., 1922-23; Teacher, Advanced English, Extension Division, Minneapolis Public Schools, 1923-24; H. S. Principal, Grand Marais, Minn., 1924-26; Teaching Assistant and Quizmaster, University of Minnesota, 1926-27; Administration Fellow, University of Minnesota, 1927-29; The Stout Institute, 1929—

J. E. RAY, Architectural Drafting, Mechanical Drawing, Freehand Drawing, Bricklaying and Concrete Work.

Williamson Trade School, 1908; Stout Institute and University of Wisconsin Summer Sessions, 1917 and 1918; Stout Institute, 1917, B. S., 1922. M. S. Iowa State College, 1930. Seven Years Experience as a Journeyman and Foreman Bricklayer in New York, Pennsylvania, New Jersey, Florida, Texas, Louisiana, Arizona, California, Michigan, and Wisconsin. Stout Institute, 1914-1927; Instructor in Advanced Drafting in Waukegan Township High School, Waukegan, Illinois, 1927-1930. The Stout Institute, 1930—

BERNICE REYNOLDS, Physical Education.

Coe College, Cedar Rapids, Iowa, 1931, B. S. Univ. of Iowa, Summer Session 1933. Recreational Director of Children's Health Camps, Cedar Rapids, Iowa summer of 1931. The Stout Institute, 1931—

CORYDON L. RICH, Mathematics and Science.

State Teachers College, Oshkosh, Wisconsin, Ed. B. 1929; University of Wisconsin, 1930. Ph. M. Principal high school and grades Soldiers Grove, Wis. 1920-22 and 1923-26; same Kewaskum, Wis., 1922-23; same Monticello, Wis., 1926-29; State Teachers College (algebra) summer session 1926; State Teachers College, Whitewater, Wis. (mathematics) 1930-31; The Stout Institute, 1931—

FRANCIS P. ROBINSON, Education.

Univ. of Oregon, B. A. 1929; Univ. of Iowa, M. A. 1930; Ph. D. 1932. Research assistant in Personnel, Univ. of Iowa, 1929-32; The Stout Institute, 1933—

BOYD CARLISLE SHAFER, History and Social Science

Miami University A. B., 1929; Assistant 1928-29. State University of Iowa M. A. 1930; Ph. D. in History 1932; Graduate Assistant in American and European History, State University of Iowa 1929-32; The Stout Institute, 1932—

F. E. TUSTISON, Mathematics, Science, Home Mechanics.

Graduate Ohio Wesleyan University, 1909; B. S. Summer Session of Chicago University, 1916; Summer Session, Case School of Applied Science, 1917; University of Wisconsin, 1928, M. S. Practical Experience in Electrical Installation, Motor Testing, and Cabinetmaking. Director of Gymnasium of Shattuck Military Academy, 1909-1910; Instructor of Science, Somerset High School, 1910-1920; Acting Superintendent of Somerset City Schools, 1919; The Stout Institute, 1920—

HAZEL VAN NESS, Clothing.

Syracuse University, B. S., 1921; Columbia University, A. M., 1929. Instructor, Clothing and Design, Syracuse. University, 1922-27; Assistant Professor, Clothing, Colorado Agricultural College, 1927-28; The Stout Institute, 1929—

DOROTHY ANN VERRELL, Nursery School Assistant.

Univ. of Minnesota, B. S. 1933. The Stout Institute, 1933—

LETTY E. WALSH, Home Economics Education.

B. A. Iowa State Teachers College, 1915; M. A. and Supervisor of Household Arts Diploma, Columbia University, 1920; Graduate Study, University of Chicago, Summer Session, 1917. Supervisor of Practice Teaching in Home Economics, Iowa State Teachers College, Cedar Falls, Iowa, 1915-1919. The Stout Institute, 1920—

R. L. WELCH, Vocational Industrial Education.

James Millikin University, Department of Engineering, 1908-1911; Department of Industrial Education, 1914-1915; The Stout Institute, Summers, 1916, 1917; Bradley Polytechnic Institute, Summer, 1919; Practical Experience in the Metal Trades. Director of Industrial Arts, Somerset, Kentucky, 1915-1916; Instructor of Mechanical Engineering, South Dakota State College, 1916-1918; The Stout Institute, 1919—

RAY A. WIGEN, Woodworking.

River Falls State Teachers College, 1914-16; The Stout Institute, 1920-21-22 Summer Sessions; Univ. of Minnesota, B. S. 1930; Univ. of Minnesota, M. A. 1933. Industrial Arts Dept. Mazeppa, Minnnesota, High School, 1916-18; Buffalo, Minnesota, High School, 1920-25; South St. Paul High School, 1925-32; U. S. Army, 1919; The Stout Institute, 1933—

ISABELLA R. WILLIAMS, Physiology.

Miami Univ. B. A. 1928; Ohio State Univ. M. A., 1930; Study toward Doctorate Iowa State College, 1930-33. Graduate assistant, Iowa State College, 1930-33; The Stout Institute, 1933—

LUELLA M. WRIGHT, Home Economics Education.

Iowa State College, B. S. in Home Ec. Ed. 1927; Principal and teacher of Vocational Home Economics, High School, Gowrie, Iowa, 1927-30; summer school 1930-31, Iowa State College M. S. in Home Ec. Ed. 1931. Supervisor of Student Teaching, Iowa State College, 1930-32; The Stout Institute, 1932—

Wisconsin was operating five state normal schools, one more than existed in any other state. Wisconsin demonstrated its leadership again in the organization of a new type of school in 1911 when it provided a teacher training school charged with the preparation of teachers of Home Economics and Industrial Arts. In that year, after eighteen years of operation as a private endowed training school, The Stout Institute became a state institution.

The Stout Institute was the pioneer in the placing of instruction in Industrial Arts and Household Arts in a system of public schools. Menomonie was the first city in America in which Manual Training and Home Economics were made a part of the course in all grades of the public school and high school, and this training was under the supervision and instruction of The Stout Institute.

During the early experimental years these schools were constantly visited and inspected by educators from the far centers east, west, north, and south. The Manual and Household Arts began to find their way into other school systems. Teachers had to be supplied. The Stout Institute alone at that time was ready to furnish them. It was, then, in reply to a general demand that The Stout Institute became a training school, the first in America to dedicate itself wholly to the preparation of teachers of Industrial Arts and Household Arts. It still stands the only — as it was the first — school in this country giving itself wholly to the preparation and training of teachers of Industrial and Household Arts, and certain other occupations closely related to these, and for which the standard courses almost equally well prepare its graduates.

The Stout Institute exists and is here in Menomonie because Menomonie was at one time the great lumber center of the Northwest. It was because of these great lumber interests that James H. Stout came from St. Louis to Menomonie in 1889, and it was these lumber interests which held him here and made him an important factor in the Knapp, Stout and Company, in which connection with the other members of his firm, he amassed a considerable fortune.

But unlike most men with similar opportunity, he acquired

money not for the sake of money, but for the good that money can be made to do for the betterment of humanity. He was greatly interested in his community, and his city in many ways benefited from his great-heartedness.

It was James H. Stout who had the vision and conceived the purpose and plan of organization of The Stout Institute. It was his success in the lumber business which made it possible for him to at least partially realize his dream before death unfortunately interrupted his work and cut short a program which would have changed completely the future of the school, and would, without doubt, have left the school amply endowed.

The first building erected contained just two rooms, one given to Manual Training and the other to Domestic Economy, as Homemaking work was then termed. The work immediately proved so popular that Mr. Stout erected in 1893 a large building, costing in that day of extremely cheap construction $100,000, and equipped it completely for carrying forward many lines of handiwork. This building served its purpose for only four years, when it was completely destroyed by fire. During the school year 1898-1899 a large and better building was erected by Mr. Stout as a monument to his faith in the cause he espoused.

Prior to 1903, Mr. Stout's efforts were dedicated to the boys and girls of Menomonie, and all shop and laboratory work was carried forward under the administration of the public schools. In that year, 1903, the character of the school was greatly changed and broadened in scope by the organization of The Stout Training School, and the dedication of its efforts to the training of teachers of Manual and Household Arts.

At this time Lorenzo Dow Harvey, Wisconsin's capable State Superintendent of Public Instruction, nationally recognized as one of the great educational leaders, was made Superintendent of Schools of Menomonie and President of The Stout Training School. Here began the development of new things in education, the breaking down of century old ideals of education, and the formulating of new standards adapted to all the students of all the schools.

FACULTY COMMITTEES

1934-1935

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Admissions, Credits, Curriculum
C. A. Bowman
H. F. Good
J. E. Grinnell
Ruth M. Lusby
Ruth E. Michaels
F. P. Robinson
Letty E. Walsh

Assembly and Lyceum
F. E. Tustison
F. L. Curran
J. M. Dawley
Daniel Green
Violet Hassler
Mabel Leedom
Letty Walsh

Athletics
F. L. Keith
Earl Burbidge
H. M. Hansen
Hazel Keefer
R. F. Kranzusch
H. C. Milnes
Bernice Reynolds

Library, Books, Periodicals
Lillian Froggatt
Gertrude Callahan
Alice Houston
C. L. Rich
B. C. Shafer
Hazel Van Ness
R. A. Wigen

Loans and Employment
J. E. Ray
Louise Buchanan
Winnona Cruise
J. M. Dawley
Mamie R. Mutz
Mary McCalmont
M. M. Price

Student Affairs
H. F. Good
Freda Bachmann
C. A. Bowman
J. E. Grinnell
Lillian Jeter
Ruth Michaels
M. M. Price

Publications and Publicity
Wm. R. Baker
Gertrude Callahan
James Dockar
J. E. Grinnell
Myrna Meslow
B. C. Shafer
Luella Wright

Auditor, Student Societies
A. G. Brown

The President is, ex-officio, a member of all committees and when present may preside.

GENERAL INFORMATION

* * * * *

REGULAR SESSION, 1934-35

LOCATION

The Stout Institute is located in the city of Menomonie, in western Wisconsin, sixty-six miles east of St. Paul, on the Chicago and North Western Railway. Menomonie is also connected with Mississippi River points by the Chicago, Milwaukee, and St. Paul Railway.

Since the automobile has become the prevailing means of travel, under this caption it is wise to state that Menomonie is located on United States Highways Nos. 10 and 12 and on State Highways Nos. 25, 29, and 79.

HISTORICAL INFORMATION CONCERNING STOUT

With the creation of Wisconsin as a state in 1848, there came prompt recognition of the educational needs of the new community. Immediately Wisconsin provided for teacher training by the creation of its first state normal school. While Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools, the records show that in 1867 Wisconsin was leading even these states and all other states in the number of state normal schools established. In that year,

In September, 1903, there were 25 men and women enrolled in the training school. The next year 48 registered, and in 1905, 98 reported. Three years later, in 1908, there were 197 students enrolled, and in 1913, ten years after this organization and leadership became effective, more than 500 students were in attendance. Early in 1908 another important change came, when through articles of incorporation, The Stout Training School became The Stout Institute, and in the purposes enumerated in its charter could be seen the development of a greater school.

Mr. James H. Stout died in 1910. This was a heavy loss to the institution. Tangible evidence exists showing that had he lived through another half decade, nearly a million dollars would have gone into expansion. After his death the school would not have survived except for the courageous leadership of Dr. Harvey, who prevailed upon the state of Wisconsin to assume all responsibility for the financing of the school.

It was, therefore, in 1911 that The Stout Institute became a state school. Since that date it has been administered by the State Board of Vocational Education acting as the Board of Trustees of The Stout Institute. Under these new conditions the school assumed new obligations, chief among which was to produce a sufficient supply of competent teachers of Industrial Education and Home Economics for the state. New problems of expansion and specialization had to be met, but the demand for Stout graduates increased so rapidly that a further extension of the courses became imperative.

There came now a demand in all of the larger high schools for graduates with four years of college training and a college degree. The Stout Institute was not authorized up to this time to go beyond the two-year diploma course. No other school was prepared to furnish such instruction as Stout was able to give. Recognizng that fact, the legislature in 1917 extended the course to four years and endowed The Stout Institute with the degree granting power. For several years, however, the school continued to grant the two-year diploma because the demand for Stout trained teachers far exceeded the supply of four-year graduates.

In the 1925 catalog the two-year course was omitted and the diploma course required three years. Immediately, however, a higher standard of preparation was required and with the beginning of the school year in September, 1926, all shorter courses were discontinued. Freshman students in the fall of 1926 were enrolled on the four-year basis.

While the larger part of the students enrolled come from Wisconsin, almost every state in the country is represented in the year's enrollment at The Stout Institute. Stout graduates are teaching in virtually every state in the Union. They are teaching in Canada, the Canal Zone, Hawaii, Cuba, and the West Indies. Graduates who can be strongly recommended are generally placed before the degrees are granted. The Stout Institute strives not for enrollment but for superior accomplishment.

PURPOSE AND ORGANIZATION

The Stout Institute is a state teacher training college administered by the State Board of Vocational Education sitting as the State Board of Trustees of The Stout Institute. The members of this board consist of the State Superintendent of Public Instruction, and a member of the state Industrial Commission, ex-officio members; three employers of labor; three employees; and three members representing agriculture, appointed by the Governor of Wisconsin. The Director of Vocational Education, elected by the Board of Trustees, acts as Secretary of the Board.

The revenues for the support of the college are secured through appropriations made by the legislature of the state biennially, from tuitions paid by students attending from other states, and from definite stipulated fees authorized by legislation. Supplementing these revenues the college receives from the United States government the actual cost of carrying on courses in Vocational Teacher Training. This institution has been designated by the State Board of Vocational Education, and by the Federal Board for Vocational Education.

as the training school in Wisconsin for the training of vocational and part-time teachers under the Smith-Hughes Act.

The average enrollment for the regular session is approximately 500. The institution administers a complete range of courses in Home Economics and Industrial Education. The enrollment of entering freshmen is restricted to a certain number of sections with a given number of students in each section. This keeps the total enrollment within the capacity of the buildings and equipment of the school.

BUILDINGS AND EQUIPMENT

There are provided four large, thoroughly equipped buildings — the Home Economics Building, the Industrial Education Building, the Gymnasium and the Trades Building. In addition there are also dormitories, a Home Management House, and Infirmary. The institution represents an investment of over a million and a quarter dollars.

Industrial Education Building

The first building to be erected of the group now used for instruction was the Industrial Education Building. It is four stories high, with light basement containing engine room, storage, and work rooms. The ground floor plan is extended to a total area of 76 by 182 feet, and the annex contains the machine shop, general metal and foundry. All of these shops are well equipped.

The first floor contains the press room, bindery, composing room and lecture room of the printing department. Teachers' offices and office of the Dean of the School of Industrial Education are on this floor. The second floor contains teachers' offices, lecture rooms, practice teaching shops, and home mechanics shop. The third floor contains lecture and recitation rooms, electrical shops, physics laboratory, and radio room.

The fourth floor is given over entirely to an armory and basketball floor. It has a steel arch trussed roof, providing a full area the size of the main building free from obstructions such as columns or partitions. Seats are banked up at the sides, accommodating 800 people conveniently.

Gymnasium and Natatorium

The second building erected in this group was for the Department of Physical Training. The building is 66 by 132 feet, and three stories in height. It contains a very completely equipped gymnasium with running track, measuring room, locker rooms, recreation rooms, and bowling alleys on its west side. Its east side is given over largely to baths and contains a swimming pool, 37 by 87 feet, showers, and a well-arranged series of rooms for Russian and Turkish baths. There are also locker rooms, dressing rooms, and social rooms in the east side of the building. The physical director's office is located near the main entrance.

On the second and third floors of this building are the club rooms for student activities. These are designed to foster social pleasures and good fellowship among the faculty and students. The rooms on the second floor have been equipped with a billiard table and a pool table, settees, rugs, easy chairs, radio, victrola, etc. A number of magazines are maintained for the reading table in this room. The room is for the use of the men students and is open each night after school and for longer periods over the week-ends.

Trades Building

The third building erected for Stout classes was given over to shops and drafting rooms. It is 84 by 175 feet and two stories in height. A basement at one end of the building is entirely above grade level and contains the carpentry shop, 36 by 80 feet. The ceiling of this shop is over 20 feet high and the shop is so constructed that a section of the outside wall, 27 by 20 feet, may be removed, making it possible to move a complete building directly to its proper site. At one end of the shop is a lecture balcony. At the other is a lumber balcony. A moist air dry kiln opens from the lumber balcony and extends into the mill, which adjoins the carpentry shop. The mill is very completely equipped with modern woodworking machinery.

A cabinetmaking shop is connected with the mill and provided with heavy benches, veneer press, sash and door clamp, and a complete glue room. The general woodworking shop is on the other side of the cabinet shop. The auto mechanics shop, located in the next room, is equipped with gasoline engines, automobile motors, burning, running-in machine lathe, reboring machine, etc., for handling complete auto repairs. The equipment includes aeroplane motors with a unit in ground work. On the second floor, over the auto shop, the auto mechanics electrical work and chassis work are located. The sheet metal shop, on the second floor above the general woodworking shop, has a complete equipment, including cornice brake, circular shear, burring, turning, and beading machines, and proper stakes necessary for carrying on a complete course in sheet metal work.

A middle entrance leads to the second floor corridor and to a conveniently arranged lecture room. A large shop on this floor is given over to painting and finishing, with a varnishing room and fire-proof storage for finishing supplies. Two large rooms are equipped for architectural and machine drafting and contain an electric continuous blue-printing machine. Elementary Manual Arts is taught in a room especially planned for this work, opening upon this corridor. In addition to its necessary tools and benches it contains several exhibits and conveniences of interest to the teacher of elementary work.

Home Economics Building

The last building erected at The Stout Institute was planned largely for Home Economics classes. It is 126 by 228 feet and is four stories in height. Elevators are provided for faculty and student use and add greatly to the comfort and convenience of those taking work in the building. This building has two large wings. The one on the west houses The Stout Institute Library. The rooms are large, well lighted and well ventilated. In addition to the reading room there is a magazine section, stack room, conference room, and cataloging room.

The east wing houses the Auditorium. This extends three

stories and has a seating capacity of nearly 1,000. It is thoroughly equipped as a modern theatre with stage 23 by 50 feet, proscenium arch 32 by 24 feet, decks, fly galleries, and scene loft 50 feet high. There are the usual dressing rooms, and lavatories, and a stage switchboard controlling all stage and house lights. The stage equipment includes asbestos drop, picture screen, and both interior and exterior scenery. Special settings for the stage for use in concerts and for lecture work have been built by Stout students. Attention has been given to acoustics as well as to the decorative effects of such settings. A picture booth contains both stereopticon lantern and motion picture machine. Fire exits have been provided in all directions and are properly illuminated. Six doors open up at the rear for general exit.

The administrative offices are also located on the first floor of the Home Economics Building and include the President's office, the Secretary's office, the Business Manager's office, and office of the Registrar. On this floor also are the office of the Dean of the School of Home Economics, the office of the Director of the Department of Liberal Arts, and women's social room.

The second floor of the building comprises laboratories and lecture rooms. The laboratories are used for clothing, textiles, and related arts, and the lecture rooms for education, academic subjects, and Home Economics work. On the third floor of the building are found laboratories for nutrition and foods, including the rat experimental room. The equipment for the Nursery School is also on this floor. It includes the large play room, sleeping room, bath room, and offices. Two well-furnished and equipped home-making units which are used chiefly for instructional work with secondary school children are included in the equipment on the third floor. The laboratories for the science courses are all located on the fourth floor, which is unusually well arranged and well ventilated for this purpose. A large lecture and demontsration room is also found on this floor and many small class-rooms which are used chiefly for academic lectures. A complete carbon-dioxide refrigerating system takes care of this problem for the entire building.

NEW ATHLETIC FIELD

The need of a conveniently located athletic field has been urged upon the Board of Trustees and the Wisconsin Legislature for fully ten years and the equally great need of a new Field House has been emphasized in several official reports. The first of these wants was met last year when out of the Eichelberger Legacy Fund a ten acre tract lying between 3rd and 5th streets and between 14th and 16th avenues, just six blocks south of the Gymnasium, was purchased by the Board of Trustees. The necessary drainage program has been completed. The surfacing, grading and planting of the field is now going on. With a favorable season the football field may be used for the conference games of 1934.

A new Field House to be located on the north end of the new field is to be the next college unit for which a vigorous drive is to be made. This is now the major desire of the faculty and students of the institution and the college hopes to find the Alumni of the school in earnest cooperation when the campaign for funds begins.

Admission

REGISTRATION

Persons who plan to enter Stout should fill out an application for enrollment in advance. Blanks will be furnished by the President upon request. This enrollment blank, including the Health Certificate, when filled out, must be forwarded to the President. While advance enrollment is not absolutely necessary, it is advisable as the number admitted to beginning classes is limited and advance enrollment insures a place in these limited sections.

All students are expected to register on general registration days assigned in the calendar in the college catalog. Late registration is not approved. In case of registration after the first week of school, a $5.00 fee will be charged. No registration after the second week will be accepted.

TUITION, REGULAR SESSION

Tuition is free for residents of Wisconsin. The tuition charge for non-residents and the definition of non-residents is covered in the following quotation from the Wisconsin statutes:

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a proportionate amount for attendance at the summer session."

Tuition is payable in advance each semester.

SHOP AND LABORATORY FEES

Fees are charged for shop and laboratory courses to cover the per capita cost of material used by students in these courses. In addition to the shop and laboratory fees, students are required to pay for any breakage or damage to buildings for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by student to gain admittance to classes. A charge is made for duplicate receipts.

TRANSFER OF RECORDS

Students wishing to transfer from Stout Institute to another institution should request the Registrar to send a transcript of record and letter of dismissal, giving notice of at least one week. One transript of record is furnished each student without charge; a fee of one dollar is charged for each additional transcript, this fee to be sent with the request.

DEGREES

The Bachelor of Science Degree is conferred upon all students completing curriculum requirements in the School of Home Economics and the School of Industrial Education. These courses require four years of work beyond the high school. Upon completion of this work a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach the subjects in which training has

been taken in the public schools of the state. The license is issued by the Wisconsin State Department of Public Instruction. Fully registered students at The Stout Institute must complete 128 semester hours and 128 grade points, plus the requirements in Physical Education.

RESIDENCE REQUIREMENTS

The minimum residence requirement shall be one year of attendance at The Stout Institute. A diploma graduate of The Stout Institute may meet residence requirements for the degree with the minimum of three summer sessions or one semester of attendance at The Stout Institute, subsequent to receipt of diploma, provided the total residence of such student in The Stout Institute for both diploma and degree is not less than one and one-half years. Residence requirements for the degree of Bachelor of Science should not be construed as being met in any instance unless a minimum of three summers or one semester of work in residence has been completed subsequent to the date of receiving diploma. Six six-weeks summer sessions are equivalent to one year of residence.

QUALIFICATIONS FOR ADMISSION

Entrance requirements of The Stout Institute shall be interpreted as graduation from an approved high school or equivalent training. Not less than 15 units shall be accepted.

Such graduation or equivalency shall include high school units as follows:

(1) Required

English	3 units
Algebra or Geometry	1 unit
Science	1 unit
Social Studies	1 unit

(2) Not less than 5 units from the following group:

Foreign Language
Social Studies
Mathematics
Science
English

(3) Not more than 4 units from any other subjects accepted for high school graduation.

A Certificate of recommendation, which may be secured from the principal of the high school, should be filed with the President as early as possible. Students entering Stout are required to submit a physician's certification of their physical condition, including a certificate of vaccination. A supplementary examination is made of all first year students and an annual examination of all students is required during the other years of attendance at this institution. This examination is made by a consulting physician connected with the institution. The charge for this examination is included in the infirmary fee referred to elsewhere. These credentials, together with a statement of approved rooming arrangements, are required before the enrollment shall be considered complete.

For admission to the vocational special course, high school graduation is not required, but letters indicating trade experience are required.

Mature students who are deficient in entrance credentials may take entrance credential examinations while in attendance.

SPECIAL STUDENTS

All students taking work for credit toward degrees are regular students. The Administration urges very strongly that all students enter regular courses and take the work outlined for those courses, even though they may not be able to stay on for the time required to complete the courses. Students are given special classification only when age and preparation of the applicant, in the opinion of the President, make such classification expedient and justifiable.

CREDITS, GRADE POINTS AND ATTENDANCE

In order to receive a degree, the student must gain not only the number of credits in the course which he is pursuing, but his studies must reach a certain average of excellence. This standard is fixed by the grade point system, which requires for graduation as many grade points as credits. Grade points shall be apportioned as follows:

A	(94-100)	3 grade points per semester hour credit
B	(86-93)	2 grade points per semester hour credit
C	(78-85)	1 grade point per semester hour credit
D	(70-77)	0 grade points per semester hour credit

The maximum number of grade points that can be secured by a student graduating with 128 credits, is 384; the minimum is 128. Students who graduate under the 128 hour curriculum must earn 128 grade points. It is evident that an average grade of C is necessary for graduation. Students who fall behind in the required number of points are ineligible for graduation.

In determining grade points for two-year graduates of The Stout Institute who reentered after September, 1927, only such credits as are earned after that date shall be used in computing the number of grade points for such students. When computing grade points for students who enter with advanced credits, only those credits which are earned in The Stout Institute after September 1927, shall be used in computation. In order to qualify for a degree, such transferred students must receive as many grade points as the number of semester hours required for obtaining degree.

Students whose transcripts of advanced standing show an average below C will be accepted on probation.

Any student who is too ill to attend classes should report at once to the school nurse. Any student living in Menomonie shall have his or her parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence shall be referred to the Deans. In such cases an Incomplete may be reported. To secure a record of Incomplete, a student must have in that course, at the time of withdrawal, a passing grade. Such a record of Incomplete shall be granted only in cases in which the absences incurred have been due to situations over which neither the teacher nor student has any control.

TRANSFERRED CREDITS

Students entering The Stout Institute who have had any work whatsoever in another institution of higher learning, regardless of whether or not they wish to receive credit for it, must submit complete credentials of both their high school and college work. All such transcripts and supplementary material should be sent at least six weeks preceding the opening of the session the student desires to enter.

Graduate students who hold a Bachelor's degree from other institutions must spend one year in residence and meet the minimum requirements of their major in order to obtain the degree of Bachelor of Science from Stout.

A maximum of eight semester hours of modern foreign language will be allowed as elective credit with a minimum of not less than four semester hours in one language.

Thirty semester hours of approved courses done through Extension or Correspondence, not more than ten semester hours of which shall be Correspondence credit, shall be the limit accepted by The Stout Institute for graduation requirements.

LIBRARY FEES

A library fee of $3.50 is payable at the beginning of each semester. This is required of each student. For this fee all necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals, adapted to the needs of the students and available for their use.

In addition to The Stout Institute Library students have access to the Memorial Free Library, one block from The Stout Institute main buildings. The combined facilities of the two libraries make available 32,000 volumes, exclusive of public documents.

SPECIAL EXAMINATION FEE

A fee of two dollars is charged for any special, final, individual examination given for the purpose of determining student's credit. The special arrangements for such examinations and permits are secured from either the Dean of the School of Home Economics or the Dean of the School of Industrial Education, depending upon the work to be covered in the examination.

Estimates on Usual Expenses Incurred by a Student for a Regular Session of Thirty-Six Weeks

	Women	Men
Library Fee (Semester $3.50)	$ 7.00	$7.00
Physical Education Fee (Semester $2.00)	4.00	4.00
Infirmary Fee (Semester $2.50)	5.00	5.00
S S. A. Membership	10.00	10.00
Room Average Dormitory Rate (Rooms out in town vary according to desirability of room and location)	80.00	80.00
Board Dormitory rate for women. (Rates out in town vary somewhat)	198.00	216.00
Laundry	18.00	25.00
Material for Clothing Classes for Women (average)	20.00	
Laboratory Fees for Women (average)	25.00	
Shop and Laboratory Fees for Men (average)		30.00
Drawing Instruments, overalls, small tools, etc		27.50
Estimated Expenses for Residents	367.00	404.50
Tuition for Non-Residents	124.00	124.00
Estimated Expenses for Non-Residents	$491.00	$528.50

The fact that incidental expenses, amusements, traveling expenses, postage, clothing, personal supplies, etc., are not included in the above must be taken into consideration.

Fees for individual courses are listed in the Student Handbook.

INCIDENTAL FEES

Special Examination Fee (taken in special cases only)	$2.00
Fees for Transcripts (A Student is entitled to one transcript of his credits. Each additional copy is issued at the rate of	1.00
Locker Keys (Deposit $2.50 — Refund)	.75
Manuals and Bulletins (average)	2.25

SCHOLARSHIPS AND AWARDS

In 1921 Mrs. Mary J. Eichelberger of Horicon, Wisconsin, willed to The Stout Institute twenty thousand dollars in preferred stocks and cash. This legacy came to the institution without stipulation as to the purpose or use to which it was to be put. For several years no use was made of this fund.

In 1924 the administration recommended that the earnings from the principal and such part of the principal as may be required should be used in making loans to worthy and capable students when in need. No part of the principal has been used. The fund has through dividends and interest additions, increased to a considerable sum. Ten thousand dollars is now being used by students in attendance or is being repaid by students who have graduated.

Certain requirements are set up to govern the committee in passing upon applications for loans. There must be evidence of real need. Freshmen are not accorded the use of this money. Sophomores may not borrow more than one hundred dollars, juniors two hundred dollars, and seniors, if graduation depends upon a loan, three hundred dollars. But no student may borrow, during the entire period, more than three hundred dollars. Loans are made only to students of good moral character, fairly high scholarship, and who give promise of excellent work in the teaching field after graduation.

Scholarships, known as Eichelberger scholarships, four in number, of one hundred dollars each, are given during commencement week to two men and two women. These awards are based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school.

Only those having a certain high scholastic ranking are given consideration. The selection of the candidates is made near the close of the regular school year by a special committee appointed each year by the President of the college.

SELF-SUPPORT AND STUDENT AID

Where there are opportunities for a limited number of students to earn a part of their expenses while pursuing courses, it should be borne in mind that the courses are designed to require the whole of a student's time and effort and that the amount of outside work the student will be able to do can not be great. For this reason students whose funds are not sufficient to meet their expenses for at least the first year are not encouraged to enter college. Expenses here are very low, but the amount of work available is comparatively small. Students working to earn part of their expenses are expected to carry a reduced program.

As far as possible students are employed for extra work about the library, laboratories, and in the cafeteria, and also as janitors. Some opportunities offer themselves outside of school activities. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually secured by those who have been in college for some time.

Stout does not undertake to secure places for any student, nor does it guarantee employment. It does, however, make a special effort through its College Employment Bureau to locate students needing work as a means of paying expenses.

The school operates a Student Loan Fund and makes available to needy and deserving students aid within the limits of the fund. Loans are not made, however, to any freshmen students and are made only to those students whose school record in scholarship and deportment recommend them to the Committee on Student Loans. Money from this fund is loaned at five per cent, and the loans are made returnable at the latest within one year after the student leaves school.

THE INFIRMARY

The Stout Institute maintains an infirmary for the care of students, where every detail of health and sanitation is carefully supervised. A resident registered nurse supervises the health of students throughout the college and is on duty at the Infirmary. The nurse maintains regular office hours in her rooms in the Home Economics Building, where she is easily consulted by students. A college physician is available for consultation to all students. Students are given a medical examination annually.

An Infirmary fee of two dollars and fifty cents per semester is charged to all students. This fee insures dispensary service and if necessary, ten days of hospital care. Students rooming in the dormitories, where meals are served, will not be charged for meals while at the infirmary. All other students after the third day will be charged at the rate of one dollar a day.

FEE FOR SCHOOL ACTIVITIES

The Stout Institute offers a wide range of student activities in addition to the regular work of the school. Besides the regular classes in physical education for men and women, Stout is represented each year by strong football, basketball, baseball, and track teams. Flourishing glee clubs, one for the men and one for the women, have been maintained for a number of years. The dramatic work of the men and women is combined in the organization known as the Manual Arts Players. A permanent Lyceum committee is maintained operating each school year a five or six number course of the very best talent available. The school paper, The Stoutonia, is published each Friday. The editorial, mechanical, and business management of this paper is handled by students. Numerous social affairs take place throughout the year in the school gymnasium. The school maintains an orchestra and a band organization, membership in each being open to men and women.

All of these organizations through contests, concerts, plays, programs, contribute to the social life of the school. The man-

agement of admission, booking, and relationship with various student activities is through the Stout Student Association, the officers of which are elected each spring at a regular all-school election.

The membership charge, $10.00 per year, is payable by all students at the time of enrollment at the beginning of each semester, $5.00 the first semester and $5.00 the second. This membership gives every student of the college admission to all athletic events including football, basketball, and baseball, all concerts by student musical organizations including the Band, Men's Glee Club, and Girls' Glee Club, productions of the Manual Arts Players, all Lyceum entertainments under the supervision of the student association, educational and other lectures, all student dances given under the auspices of the student association, and the semester's subscription to the student weekly newspaper, The Stoutonia. The Stout Student Association membership has eliminated the necessity for the many former student drives for the financial support of the usual college activities. The only exceptions are the college annual, The Tower, and the religious organizations. The association has added much to the social atmosphere of the school and has systematized and made harmonious all school activities.

DORMITORIES FOR WOMEN

Bertha Tainter Hall accommodates about twenty-five young women. The Hall is furnished with all modern conveniences. The rooms are comfortably heated and properly lighted, and standing apart from any other building, as it does, occupants are assured of good ventilation. Tainter Hall was thoroughly remodeled last summer. The interior of the building was completely modernized and redecorated and largely re-furnished.

Tainter Annex accommodates sixty-three young women and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purpose for which it was planned. Each room is subdivided, separating it into living and sleeping quarters, and accommodates two students.

DORMITORY FOR MEN

Lynwood Hall was built for the purpose for which it is used and is in every appointment adequate and complete. Until the summer of 1930 it was used as a women's dormitory. That summer it was remodeled and enlarged as well as refurnished in part, and was made a men's dormitory. Here the freshmen and sophomores are required to room. Students entering in the fall continue in residence during the year.

Freshmen and sophomores living in the dormitory will be required to board at the Stout Cafeteria, a half block distant. They will be required to purchase one five dollar cafeteria coupon book each week. No exception will be made to this requirement.

CONCERNING ALL DORMITORIES

The charge for a room for the school year of thirty-six weeks for each student is $80.00 to $85.00, according to size and location of the room. These prices apply to all dormitories.

In Tainter Hall and Annex the charge for meals is $5.50 per week. A laundry in connection with the dormitories provides service to students in the dormitories at a minimum charge. All Stout dining rooms are under the direct supervision of trained dietitians. Balanced meals are carefully planned with the thought in mind that the health of the students is of primary importance.

All non-resident women are required to live in dormitories except Juniors and Seniors who are more than 25 years of age with whom it is optional.

Sheets and pillow cases will be furnished in all dormitories. Students must supply towels and blankets. Blankets will be furnished, however, during the summer session.

Room rent in dormitories is payable by semesters, in advance, at the beginning of each semester.

Board is payable four weeks in advance.

Rooms in dormitories will be available Monday, September 10, 1934. Meals will be served beginning Monday evening, September 10, 1934.

LIVING EXPENSES OUTSIDE DORMITORIES

Accommodations for men and women not living in dormitories may be secured in the city at varying rates depending upon location and quality of service. Rooms may be had as low as $2.50 per week per person, and table board may be secured in private homes at $5.00 to $6.50.

THE STOUT CAFETERIA

The Stout Institute Cafeteria, located in the east end of the Home Economics Building, was opened in the fall of 1921. It is for the use of students and faculty and their guests. At present several hundred may be accommodated for three meals daily. The equipment is complete and modern; prices are moderate; the service is adequate; the food is excellent. The cafeteria proves a convenience and economy to many students. The foods are carefully selected and are scientifically prepared under the supervision of a competent dietitian and with the help of experienced cooks. Students are securing meals for the week at from $5.00 to $6.00. For the school year 1934-35, the cafeteria will open Tuesday morning, September 11, 1934.

THE TEA ROOM

The Stout Tea Room offers a fine opportunity for students and faculty members to meet and also entertain guests. Attractive, well balanced luncheons are planned, prepared, and served by Institutional Management students. The work is under the management of the director of the cafeteria. This tea room is also the scene of many special luncheons and dinner parties given by student organizations.

REFUNDS

Students who are compelled to withdraw from the college by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to secure an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

REGULAR SESSION, ENROLLING

The school year opens Tuesday, September 11, 1934, the first semester closing January 25, 1935. The second semester opens January 28, 1935, and closes May 31, 1935. Students should arrange to enter at the beginning of the school year if possible. When this cannot be done, students may enter at the beginning of the second semester or at the beginning of the summer session.

All students contemplating attendance at The Stout Institute should, if possible, make plans to secure the degree.

Address all correspondence regarding application for admission, courses of study, or the general work of The Stout Institute to the President.

GENERAL INFORMATION SUMMER SESSION

1934

* * * * *

The twenty-ninth annual summer session of The Stout Institute opens June 18, 1934, and closes July 27, 1934. During the summer session, which is a six weeks term, classes are held five days of the week, the week-ends affording opportunity to make use of the recreational facilities of Lake Menomin, the Red Cedar River, and vicinity.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates of the diploma course have excellent opportunity for taking advanced work for credits toward their degree. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or home making courses will find much of interest in the summer session schedule. The Stout Institute has been designated by the State Board of Vocational Education as the institution in Wisconsin to receive Federal Aid under the Smith-Hughes law for the preparation of teachers for vocation schools.

Special lecturers are secured for the summer session. As a rule, these lecturers spend not less than two days on the campus, conducting the special conferences, as well as presenting general lectures. It has been the policy of the college to secure special speakers peculiarly well qualified to handle the larger social problems of the present time with special emphasis upon the relationships which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the six weeks session will be in the same amounts as credit granted for the same courses during the regular session. This is made possible through the assignment of increased time per day, per subject and an increased number of meetings per week. In some instances, courses are offered in half credit amounts, it being possible to take one half of the course in one summer, followed by the other half the following summer.

During the last several summer sessions there has been a very marked trend toward use of the summer sessions as an extension opportunity for teachers in service. A large portion of the summer session enrollment has been made up of teachers who come from teaching positions for the summer and return to their positions in the fall.

Teachers whose work remaining for the degree is in amount too large to be conveniently completed through summer sessions are advised to make use of semester leaves of absence to permit attendance for one or more semesters during the regular session. In meeting residence and credit requirements, three six weeks sessions will be the equivalent of two nine weeks sessions. In preparing the summer program on the six weeks basis certain courses will be offered every other year, by using alternation of courses. The records of summer sessions indicate that the very large majority of summer session students attend several sessions. Through the use of alternating courses summer session students will have opportunity to select from a range of work even broader than the range in the nine weeks session.

Opportunity is offered in various courses to meet the rapidly changing requirements in teaching positions. Detailed descriptions of courses offered in the summer session are included in the summer session bulletin. It will be sent on request. It is issued each April and includes also the program schedule and general information on the summer session.

COURSES OF STUDY — 1934-1935

SCHOOL OF INDUSTRIAL EDUCATION

Four Year Course

Leading to the Bachelor of Science Degree in Industrial Education and special state license. Supplementary licenses to teach additional subjects are based on electives selected.

FIRST YEAR

			Sem. Hrs.
*English	102 a-b	English Composition	6
*Mathematics	207-211	Mathematics I-II	4
Social Science	103	American History	3
English	106	Public Speaking I	2
Physical Education	101	Hygiene	1
Industrial Education	(See List)	Shop, Drawing, Design	16
		Total	32
Physical Education	127	Physical Education	0

*Opportunity will be provided for remedial work for those who have deficiencies.

SECOND YEAR

			Sem. Hrs.
English	346	Essay	1
English	223	Public Speaking II	2
Mathematics	313	Mathematics III	3
Social Science	105	American Government	3
Education	209 a-b	Psychology I, II	5
Education*	222	Principles of Secondary Education	3
*Chemistry	110	Chemistry I	
or		or	
Biology	122	Biology I	3
Industrial Education	(See List)	Shop, Drawing, Design	12
		Total	32

*Note: Those taking Biology I must include Chemistry I in free electives in fourth year.

Note: Qualified students may take Advanced Composition or Journalistic Writing, in place of Public Speaking II.

The 16 hours of shop work and drawing in the first year consist of eight courses in the following:

Elements of Machine Woodwork I
Elements of Hand Woodwork I
Sheet Metal I
Electrical Work I
Freehand Drawing I
Machine Shop I
Printing I
Elements of Mechanical Drawing I

The shop work and drawing in the first year is required of all students. Recognition of incidental experience by the student in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trades, the freshman shop schedule is modified.

The selection of shop, drawing and design work in the second, third and fourth years is based upon the experience gained in the freshman courses and a detailed study of the distribution trends in calls for teachers. The locations and distributions of kinds of work called for are considered and the trends in combinations of work are studied. Selections are combinations made from the following:

Carpentry I, II, III
Cabinetmaking I, II, III
General Mechanics I, II
Auto Mechanics I, II, III, IV
Painting and Decorating I, II
Patternmaking I, II, III, IV
Architectural Drawing I, II, III, IV
Furniture Upholstery I, II
Bricklaying I, II
Freehand Drawing II
General Drawing I
Machine Drawing I, II, III, IV
Foundry I, II, III, IV
General Metal Working I, II
Oxy-acetylene and Electric Welding
Sheet Metal II, III, IV
Electrical II, III
Machine Shop II, III, IV
Printing II, III, IV a, IV b, V, VI, VII, VIII
House Furnishing I
General Woodwork I, II, III
Aeronautics I, II
Home Craft and Repair Work

THIRD YEAR

			Sem. Hrs.
English	216	Survey of English Literature	2
Physics	421	Physics I	5
Social Science	201	Economics I	3
Education	203	Plans and Instructional Material	2
Education	357 a-b	Administration and Organization of Industrial Education	4
Education	408 a	Obs. and Meth. Teach. I. E. and	
Education	408 c	Student Teaching	4 or 6
Industrial Education	(See List)	Shop, Drawing, Design	12 or 10
		Total	32

FOURTH YEAR

Required Courses			Sem. Hrs.
Social Science	301	Economic History of U. S.	3
Social Science	413	History of Labor Movements	2
Physics	423 or 425	Physics II or III	3
		or	
Chemistry	120 and 445	Chem. II and III	
		or	
Phys. 423 and	Biol. 122	Physics II and Biology I	
		or	
Phys. 425 and	Biol. 122	Physics III and Biology I	6

Three courses from the Education group in Electives:			**6**
Education	408 c	Student Teaching	2 or 0
Industrial Education	(See List)	Shop, Drawing and Design	4 or 6
Elective courses to be selected from the following list			**12 or 9**
		Total	32

Electives

Supplementary licenses to teach subjects in addition to industrial subjects are based on electives selected. Detailed information on specific requirements is furnished at the time the electives are selected. Electives beyond the requirement of minor are free choices.

Education

Vocational Guidance	2
History of Education	2
Educational Measurements	2
Child Psychology	2
The Part-Time School	2
Teaching Shop Subjects in the Part Time School	2
Social Education	2
Theory and Organization of the General Shop	2

English

Novel	2
Poetry	2
Public Speaking II (elective for students taking Advanced Composition or Journalistic Writing for required English)	2
Dramatic Coaching	2
Advanced Composition	2
Journalistic Writing	2
Shakespeare	2
Romantic Poetry	2

Social Science Minor

Students desiring to complete a social science minor should select **not less than** 8 semester hours from the following group:

Principles of Sociology or Educational Sociology	3
American Politics	2
Modern History	3
Recent U. S. History	3
Social Psychology	2
Social Problems	2
Labor Problems	3
Teaching Social Science	2
Economics II	2
Contemporary Civilization	3 or 6

Science Minor

Students desiring to complete a science minor should select **not less than** 6 semester hours from the following group:

Physics II	3
Physics III	3
Chemistry I	3
Chemistry II	3
Chemistry III	3
Organic Chemistry	3
Quantitative Chemical Analysis	3
Biology I	3
Bacteriology	3
Physiology	3
Teaching of Science	2
Mathematics IV	3

Coaching

Technique of Coaching Football	1½
Technique of Coaching Basketball	1½

CO-OPERATIVE WORK

An expanding program of opportunity for cooperative work for students in the School of Industrial Education is available. This work is of two types, teaching, and shop experience. In the supervised teaching which all students must take in the professional group opportunity is offered at The Stout Institute for such teaching in grades 5 to 12 in the Menomonie Public Schools and in the day and evening classes of the Menomonie Vocational School. Through special arrangements teaching experience in certain other types of schools outside of Menomonie is available for a limited number of students each year. Through these opportunities in addition to those on the campus, all types of teaching positions open to Stout graduates are available for supervised teaching during the training period.

All students in the School of Industrial Education select certain major and minor lines of work in shop work and drawing. Opportunity for advanced students to spend some time in certain selected industries securing practical production experience is available. The scope of such shop experience and the kinds and types are being constantly expanded. During the school year of 1934-35 such work will be available for students majoring in printing, woodworking, and possibly in certain other lines if conditions permit. The purpose of such work is to

give the students modern shop experience in the industry in those phases of work which are not completely represented on the campus. A special schedule is provided for journeymen desiring teacher training in preparation for entering teaching in vocational schools. The schedule, designated as the vocational special, is open only to journeymen. Students who are journeymen and also high school graduates may take the work included in the schedule and additional work leading to the Bachelor of Science Degree if they so desire. The arrangement of the schedules for the first two years for the vocational special classification follows:

Schedules for Students Selecting the Vocational Special Classification

FIRST YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	8
English	102 a-b	English Composition	6
Social Science	105	American Government	3
Social Science	103	American History	3
Social Science	301	Economic History (Ind'l)	3
Education	357 b	Organization of Industrial Education	2
Education	209 a-b	General Psychology I, II	5
Education	304	The Part-Time School and Its Problems	2

SECOND YEAR

			Sem. Hrs.
Industrial Education	(See List)	Shop, Drawing, Design	12
English	106	Public Speaking I	2
Social Science	413	Labor Movements, History	2
Social Science	415	Labor Problems	3
Social Science	307	Social Psychology	2
Social Science	201	Economics I	3
Social Science	303	Economics II	2
Education	408 c	Student Teaching	2
Education	407	The Teaching of Shop Subjects in the Part-Time School	2
Education	401	Vocational Guidance	2
Hygiene	101	Hygiene	1

This schedule of work outlined for the Vocational Special student is closely articulated with the certification requirements of the Wisconsin State Board of Vocational Education. These requirements are as follows:

For the purpose of measuring the attainment and the progress of the part time schools of the state the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Trade and Industrial Subjects

Junior Classification

Junior Classification is granted to and held by:

I. All teachers of trade and industrial subjects employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spend one summer, or the equivalent, during each three year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

II. All teachers of trade and industrial subjects employed in the part-time schools of Wisconsin on or after January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) Have had successful experience in the vocation

taught for at least three years beyond the completion of apprenticeship, or the equivalent experience. Or have had successful experience in the vocation taught for at least one and a half years beyond the completion of apprenticeship, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each two year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two year period. The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School..... 2 cr.

Note: Two year periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in the part-time school and all subsequent two year periods.

Senior B Classification

Senior B Classification is granted to all teachers of trade and industrial subjects employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of the trade and industrial subject indicated in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education. The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School..... 2 cr.

Senior B Classification will be extended as long as the possessor

(a) Teaches the trade and industrial subject indicated successfully in the part-time schools of Wisconsin.

(b) If not already with a record of successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spends one summer, or the equivalent, during each three year period in practical work in the trade or occupation indicated until such record shall total three full years.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of trade and industrial subjects who meet the following requirements:

(a) Successful experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience.

(b) Successful teaching experience of the trade and industrial subject indicated for not less than three years in the part-time school; one of these three years must be in Wisconsin.

(c) Completion of two years of college work in an approved teacher training institution, or the equivalent training.

Note: Time spent by a person without practical experience in a trade or technical school learning elementary processes, if applied on the apprenticeship period mentioned above, cannot be counted here. This two years of school training is to be in addition to the learning of the elementary trade or industrial processes.

(d) Completion of the following courses, which may be included in the two years of college training required under (c) above, or the equivalent specific training.

1. The Part-Time School and Its Problems ..... 2 cr.
2. The Teaching of Shop Subjects in the Part-Time School ..... 2 cr.
3. Educational Psychology ..... 2 cr.
4. Vocational Guidance ..... 2 cr.
* 5. Problems in the Teaching of Shop Subjects in the Part-Time School ..... 2 cr.

* This course cannot be taken for classification credit until the teacher has a record of three years experience in the part-time school.

6. Elementary Economics ..... 4 cr.
7. Social-economic Electives .....

Labor Problems	
Labor Legislation	
Employment Management	
The Labor Market	4 cr.
Industrial and Business Organization and Administration	
Sociology	

Unclassified

All teachers of trade and industrial subjects who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

SCHOOL OF HOME ECONOMICS

The School of Home Economics in its curriculum offerings has two purposes; To offer academic, professional and technical courses which will prepare young women for the professional field of Home Economics teaching or for the vocational fields closely connected with Home Economics; and to provide the training which is necessary for the woman administering a modern home. Findings from surveys and studies of the requirements of the many vocations entered by women and related to Home Economics, and of the problems of modern life, have controlled the choices and groupings of the various subjects found in the curriculum.

A large percentage of the courses listed in the freshman and sophomore years have been selected to give the student an opportunity to gain some appreciation of, and understanding of, the fundamental principles and content in Sciences, English, Art, and the Social Studies. Exploratory courses in Home Economics are also placed in the curriculum of these two years so that students may later have a background for more detailed choices. In the junior and senior years, further opportunity is given in the academic lines of study; with concentration in both the professional courses needed by the teacher and in the advanced technical courses of the various home economics groups.

All of the skills and techniques needed in any of the vocations for which Home Economics training is necessary, cannot be adequately taught in a college laboratory. Because of this, students are required to do summer experience studies and to make various contacts with organizations and agencies, in order that they may secure an understanding of modern social life, and as much practical knowledge as is possible, of the problems of their vocation or profession.

CURRICULUM IN HOME ECONOMICS

Following are the requirements for a major in home economics leading to a Bachelor of Science Degree and a Wisconsin license for the teaching of home economics. Special licenses for teaching other subjects may also be obtained if specific requirements are followed in the choice of electives.

Home Economics students must complete the courses listed under the four years, and the courses listed under any one of the home economics groups. It is also advisable that students choose a minor grouping of subjects in some one academic field.

FIRST YEAR

			Sem. Hrs.
*English	102 a-b	English Composition	6
English	106	Public Speaking I	2
Chemistry	110 & 120	Inorganic Chemistry I, II	6
Biology	122	Biology	3
Social Science	103	American History	3
or			
Social Science	105	American Government	3
Art	104	Drawing	2
Art	114	Color and Design	2
Art	334	House Furnishing	2
Home Economics	102	Clothing and Textiles	5
Home Economics	116	Freshmen Lectures	1
Physical Education	128		0
		Total	32

* Freshman students who fail in English entrance tests will be scheduled in English 0 for the first semester.

SECOND YEAR

			Sem. Hrs.
English	223	Public Speaking II	2
or			
*English	302	Advanced Composition	2
or			
*English	439	Journalistic Writing	2
Chemistry	208	Organic Chemistry	3
Bacteriology	206	Bacteriology	3
Physiology	214	Physiology	3
Education	209a	Psychology I	3
Education	209b	Psychology II	2
Education	222	Principles of Secondary Education	3
or			
Social Science	309	Principles of Sociology	3
Art	220	Costume Selection	2
Home Economics	218	Clothing Construction	3
Home Economics	230	Food Preparation and Marketing	5
Home Economics	212	Foundations of Nutrition	3
Physical Education	228		0
		Total	32

Students who select Nutrition and Dietetics Group, or the Food group must take Physiological Chemistry the second semester of the sophomore year.

* Qualified students may take Advanced Composition or Journalistic Writing instead of Public Speaking II.

THIRD YEAR

			Sem. Hrs.
Education	320	Home Economics Education I	2
Education	408b	Obs. of Teach. in H. E.	1
Education	222	Principles of Secondary Education	3
or			
Social Science	309	Principles of Sociology	3
Social Science	201	General Economics	3
Social Science	326	Problems of the Family	2
English	216	Survey of English Literature	2
Home Economics	308	Meal Management	2
*Home Economics	306	Child Nutrition	2-3
Required courses from one Home Economics group			6-8
Electives			8-10
		Total	32

* One additional point of credit for completion of extra laboratory problems.

FOURTH YEAR

			Sem. Hrs.
English choices: Novel 402 or Poetry 404 or Shakespeare 406 or Romantic Poetry	408		2
Education	408c	Student Teaching	4-5
Education	410	Home Economics Education II	2
Education	424	Mental and Social Growth of Pre-school Child	3
Home Economics	403	Home Administration	4
Required courses from one Home Economics group			6-8
Electives			10-12
		Total	32

HOME ECONOMICS GROUPS

A. The Foods and Nutrition Department offers courses designed to acquaint the student with principles of selection, preparation, and use of foods in the proper nutrition of the individual.

I. Food Group.

This group is designed to give the pupils advanced training in food and nutrition, fitting them for positions as teachers, demonstrators for commercial firms, and research work.

Required Courses			Sem. Hrs.
Chemistry	322	Physiological Chemistry	3
Home Economics	310	Nutrition and Dietetics	3
Home Economics	438	Experimental Cookery	3
Home Economics	400	Food Demonstration	2

II. Nutrition and Dietetics Group.

This group prepares students for hospital dietetics training. Two courses in institution economics, and one course in advanced physiology have been added to the previous setup due to new requirements of the American Dietetics Association. Students wishing to register as hospital dietitians must take a post graduate course of eight to twelve months in a hospital approved by the American Dietetics Association. After completion of this training, they are eligible to membership in the American Dietetics Association.

Required Courses			Sem. Hrs.
Chemistry	322	Physiological Chemistry	3
Home Economics	310	Nutrition and Dietetics	3
Home Economics	418	Diet Therapy	3
Physiology	362	Advanced Physiology	2
Home Economics	328	Institution Administration	3
Home Economics	452	Institution Food Preparation	3

III. Institution Economics Group.

This group helps to fit students for work in school lunch rooms or cafeterias, and as assistants in tea rooms, restaurants or college dormitories. Students in this group must carry on projects both in the college cafeteria and in the tea room.

Required courses			Sem. Hrs.
Home Economics	328	Institution Administration	3
Home Economics	452	Institution Food Preparation	3
Home Economics	300	Applied Institution Management	3
Bacteriology	420	Bacteriological Problems	2-3
or			
Chemistry	322	Physiological Chemistry	3
Suggested Electives			
Courses in above groupings not already taken			
Chemistry	438	Quantitative Analysis	3
Physics	421	Physics I	5
Education	344	Social Education	2
Education	460	Teaching of Science	2
Social Science	303	Economics II	2
Home Economics	416	Readings in Foods	1
Home Economics	400	Food Demonstrations	2
Home Economics	318	Physical Development and Welfare of Child	2
Home Economics	405	Standards of Living	2
Home Economics	456	Special Food Problems	2 or 3
Home Economics	300	Applied Institution Management	3

B. The Clothing and Textiles Department provides opportunity for such knowledge and experience as will enable the student to select clothing for herself and others intelligently; to understand the basic principles of clothing construction; to gain sufficient skill and speed in the construction of clothing to enable her to experience satisfaction in her results; to appreciate her power and responsibility as a consumer; and further to prepare her to teach clothing and textiles in secondary schools.

IV. Clothing and Textiles Group.

Required Courses			Sem. Hrs.
Home Economics	316	Clothing Economics	2
Home Economics	336	Clothing Problems	2
Four semester hours chosen from the following:			
Art	332	Advanced Design	2
Art	436	Costume Design	2
Home Economics	312	Applied Dress Design	2
Home Economics	314	Children's Clothing	2
Home Economics	370	History of Costume	2
Home Economics	372	Textile Study	2
Suggested Electives			
Art	323	Problems in House Furnishing	2
Art	400	Crafts	2
Art	426	Seminar in Art	2
Art	430	Art History and Appreciation	3
Art	446 a-b	Sketch	1 or 2
Home Economics	405	Standards of living	2
Social Science	307	Social Psychology	2
Home Economics	432	Economics of House Furnishing	3
Education	130 S	Seminar in Home Economics Education	1, 2, or 3
Education	344	Social Education	2
English	402	Novel	2

C. The Art Department plans to meet the needs of students especially interested in art or for those who desire to broaden and enrich the required art training of the first two years for the purpose of teaching. The objectives of the sequence are to increase sensitiveness to good design; to deepen appreciation of beauty in nature and in the art of the past and present; to develop discriminating judgment in the selection and arrangement of material things in the environment to the end that life may be enriched; and to acquire skills which will make leisure more profitable and enjoyable.

Three lines of study are possible within this group, depending upon the interests and objectives of the student.

1. Understanding and appreciation of the whole field of art as it relates to life, with electives selected from the suggested list.
2. Housing in its various aspects, offering four electives: Housing, House Architecture, Period Furnishings, and Economics of House Furnishing.
3. Costume, with three electives: Costume Design, History of Costume, and Applied Dress Design.

V. Art Group.

Required Courses			Sem. Hrs.
Art	332	Advanced Design	2
Art	430	Art History and Appreciation	3
Art	426	Seminar in Art	2
Art	323	Problems in House Furnishing	2
or			
Art	400	Crafts	2
Suggested Electives			
Art	446 a-b	Sketch	1 or 2
Art	450	House Architecture	2
Art	434	Period Furnishings	3
Art	436	Costume Design	2
Home Economics	432	Economics of House Furnishing	3
Home Economics	352	Housing	2
Social Science	307	Social Psychology	2
Home Economics	312	Applied Dress Design	2
Home Economics	370	History of Costume	2
Education	344	Social Education	2
Education	130 S	Seminar in Home Economics Education	1, 2, or 3
English	402	Novel	2
English	404	Poetry	2

D. The Family Administration Department is planned to offer courses related to the functions and responsibilities of the home and family. It is planned with the view of giving the student a better knowledge of the physical, mental, emotional, and social growth of the young child; an insight into the administration, economics, and social problems of the home, and a comprehensive viewpoint of the importance of the family in individual, group, and community development.

Several courses required of all students in the School of Home Economics contribute essentially to the Family Administration Group: listed under Education—Psychology, Educational Psychology, Part-Time School, and Mental and Social Growth of the Pre-school Child; listed under Social Science—General Economics, Principles of Sociology, and Problems of the Family; listed under Home Economics—Orientation, Meal Planning, Child Nutrition, Housing, and Home Administration; listed under Art—The House and Its Furnishings. By adding the required courses for this group, the unit will serve as a background for graduate work in pre-school education, home management, and social service.

VI. The Family Administration Group.

Required Courses			Sem. Hrs.
Education	342	Educational Activities of the Young Child	2
Education	350	Child Psychology	2
Home Economics	318	Physical Development and Welfare of the Young Child	2
Home Economics	405	Standards of Living	2
Home Economics	352	Housing	2
Suggested Electives			
Education	344	Social Education	2
Education	401	Vocational and Ed. Guidance	2
Art	323	Problems in House Furnishing	2
Art	434	Period Furnishings	3
Art	450	House Architecture	2
Home Economics	432	Economics of House Furnishing	3
Social Science	461	Contemporary Civilization	3 or 6
Home Economics	216	Clothing Economics	2
Home Economics	436	Experimental Cookery	3

E. The Vocational Home Economics work has been organized in accordance with the state regulations pertaining to the preparation of teachers in this field.

VII. Vocational Home Economics Group.

Required Courses			Sem. Hrs.
Education	304	Part-Time School	2
Education	412	Analysis and Organization of Home Economics in P. T. School	2
Education	414	Methods of Teaching Home Economics in P. T. School	2

For the purpose of measuring the attainment and progress of the part-time schools of the state the Wisconsin State Board of Vocational Education, with the aid of the local directors, has set up certain standards of preparation and experience for each phase of part-time school teaching and is classifying part-time school teachers on the basis of these standards.

Teachers of Vocational Home Economics

Junior Classification

Junior Classification is granted to and held by:

I. All teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spend one summer, or the equivalent, during each three year period in practical home making as indicated above until such record shall total twelve months.

(c) Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

II. All teachers of home economics employed in the part-time schools of Wisconsin on or after January 1, 1926 who:

(a) Are not yet qualified to hold a higher classification.

(b) Have had practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Or have had such practical home making experience for at least six months, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two year period in such practical home making until such record shall total twelve months

(c) Have completed two years of the home economics course in an approved teacher training institution of college rank, or the equivalent training.

(d) Have agreed to and actually do spend one summer, or the equivalent, during each two year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each two year period.

The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School..... 2 cr.

Note: Two year periods mentioned above are those ending with the second August 31st after the teacher enters upon her work in the part-time school and all subsequent two year periods.

Senior B Classification

Senior B Classification is granted to all teachers of home economics employed in the part-time schools of Wisconsin prior to January 1, 1926 who:

(a) Are not yet qualified to hold Senior A Classification.

(b) Have completed five years of successful teaching of home economics in the part-time schools of Wisconsin.

(c) Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned in courses approved by the local board of vocational education and the State Board of Vocational Education. The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School..... 2 cr.

Senior B Classification will be extended as long as the possessor:

(a) Teaches home economics successfully in the part-time schools of Wisconsin.

(b) If not already with a record of practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience, spends one

summer, or the equivalent, during each three year period in practical home making as indicated above until such record shall total twelve months.

(c) Has agreed to and actually does spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification and approved by the local board of vocational education and the State Board of Vocational Education. At least six credits must be earned over each three year period. The following courses must be taken first:

1. The Part-Time School and Its Problems..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School..... 2 cr.

Note: Three year periods mentioned above are those ending as of August 31, 1929 - 1932 - 1935 - 1938 - etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of home economics who meet the following requirements:

(a) Practical experience in home making involving some responsibility for at least twelve months, or the equivalent experience.

Note: Practical experience in home making involving some responsibility is considered to be:

1. Experience with entire responsibility for all home making activities such as would be the case were the housewife to be away or ill or the mother to die leaving full responsibility to be assumed by the candidate.
Teacher Training Form 8 V. S. Item B.
2. Experience as an employee in the home responsible for certain home making activities such as would be the case where the candidate works with and assists the housewife but usually has delegated or assumes responsibilities for definite activities.
Teacher Training Form 8 V. S. Item C.

(b) Occupational experience in employment other than teaching or homemaking for at least three months, or equivalent experience.

(c) Successful teaching experience of home economics for not less than three years in the part-time school; one of these three years must be in Wisconsin.

(d) Completion of a four year college course with a home economics major in an approved teacher training institution, or the equivalent training.

(e) Completion of the following courses, which may be included in the four years of college training required under (d) above, or the equivalent specific training.

1. The Part-Time School and Its Problems..... 2 cr.
2. The Analysis and Organization of Home Economics in the Part-Time School..... 2 cr.
3. Methods of Teaching Home Economics in the Part-Time School..... 2 cr.
* 4. Problems in the Teaching of Home Economics in the Part-Time School..... 2 cr.

* This course cannot be taken for classification credit by teachers holding Junior Classification until they have completed an approved four year college course in home economics and have a record of three years experience in the part-time school.

5. Child Psychology..... 2 cr.
6. Economics I..... 3 cr.
7. Socio-economic Electives

Labor Problems	
Labor Legislation	
Employment Management	
The Labor Market	4 cr.
The Family	
Sociology	
Humanics	
Vocational Guidance	

Unclassified

All teachers of home economics who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit total required throughout these standards.

COURSES

Summer Session Note:

Courses offered in the Summer Session are described in The Summer Session Bulletin. This is issued each April for the following summer and will be sent on request.

EDUCATION AND PSYCHOLOGY

Psychology

Psychology 209 a Psychology I

Discussion of such fundamental aspects of human behavior as intelligence, memory, learning, motivation, emotion, sensation, perception, thinking and imagination; relation of this knowledge to its physiological basis; and an integration of this knowledge into a discussion of personality and its problems.

Sem. I

Mr. Robinson Credit: 3

Psychology 209 b Psychology II

Description of the genetic development of human behavior. Study of how these changes come about with emphasis on how education may use this knowledge to aid people in reaching their highest development.

Sem. II

Mr. Robinson Credit: 2

Psychology 350 Adolescent Psychology

Prerequisite: Psychology 209.

A study of the developing capacities of the pre-adolescent and adolescent child. The effect of heredity and environment on development. Discussion of the problems arising from poor development and of methods for aiding children to overcome their difficulties.

S. S.

Mr. Robinson. Credit: 2

Education 424 The Social and Mental Growth of the Preschool Child

Prerequisite: Psychology 209, Senior Standing.

A study of the physical, mental, emotional, and social development of the child. Emphasis on habit formation, emotional control, and social adjustment.

Sem. I, II. Credit: 3

Mrs. Houston.

Education

Education 203 Plans for Instructional Material

Prerequisites: Psychology 209 and Education 222.

Factors underlying the appropriate selection and preparation of instructional material in the industrial arts field, with the development of plans for effective presentation. Selected types of work prepared in a series of consecutive units for typical teaching situations. Unit analysis, preparation of instruction sheets, teaching plans.

Sem. I, II. Credit: 2

Mr. Brown.

Education 222 Principles of Secondary Education.

General introduction to present practice in secondary education including: the historical development of the schools of this and certain European countries, the aims and functions of secondary education, the articulation of our educational system, the nature of the secondary school student and his problems, the function of guidance, the scientific study of the curriculum and extracurriculum, teacher-community relationships and school costs.

Sem. I, II. Credit: 3

Mr. Robinson.

Education 320 Home Economics Education I

Prerequisite: Education 222 and Junior Standing.

The application of the general principles of education to Home Economics teaching. Pupils in classes — their equipment, interests, and needs in homemaking. Study of home and community. Objectives of Home Economics education; the content of the curriculum; the methods of classroom teaching; provisions for individual differences; measuring the results of instruction. Classroom management; home practice; teaching aids. The preparation of an individual unit of Home Economics study in high school to be taught by the writer during the next semester's Student Teaching.

Sem. I, II. Credit: 2

Miss Walsh.

Education 342 Educational Activities of the Young Child.

A study of the literature, music, and plastic and permament play materials suitable for the young child. The student is given some opportunity for actual work with the materials in the Nursery School.

Sem. I, II. Credit: 2

Miss McKinnon

Education 344 Social Education.

Prerequisite: Education 222.

A study of the teacher and her relationship to social situations in the school, in the community, and in her present college group. Suggestions as to procedures in the development of certain ideals and attitudes in the adolescent student. Particular attention paid to possibilities of moral training and character building by means of curricular and extra-curricular activities.

Sem. I, II. Credit: 2

Miss Wright.

Education 357 Administration and Organization of Industrial Education

Prerequisites: Education 222, 203, and Psychology 209.

Definition of teacher's professional skill in analysis, selection, and teaching on the lesson level, subject level, and curriculum level with solutions of typical problems. Occupational and professional analysis. Present administrative practice analyzed and procedure plans worked out in the following: Functional assignment of operating responsibility; measurement of teaching and supervisory staffs; maintaining and developing the teacher's professional skill; functioning of the school system through continuous survey; the school budget and financial control; maintaining and controlling of buildings and equipment.

Sem. I, II. Credit: 4

Mr. Bowman.

Education 405 History of Education

Background of present day education. Elementary, secondary and college education in the United States from the early colonial period to the present time. Purposes, curriculum; teachers; equipment; support; administration and supervision; methods; legislation developed for each type of school.

Sem. I, II. Credit: 2

Mr. Curran.

Education 408 a Observation and Methods in Teaching Industrial Arts

Prerequisite: Psychology 209.

Observation of classes at work with written reports; preparation and presentation of lessons to the college class; meaning of education; teaching as a process; principles of learning; types of lessons; class and shop management; elements and conditions of easy control of pupils; punishments; personality of the teacher.

Sem. I, II.

Mr. Curran.

Education 408 b Observation in Teaching Home Economics

Observation of public school classes studying Home Economics at various grade levels. Classes are taught by the supervisors of Student Teaching and selected student teachers. Different lengths of class periods, types of subject matter, and typical teaching techniques are prepared for, observed and evaluated.

Sem. I, II.

Miss Walsh.

Education 408 c Student Teaching

Prerequisites: For Home Economics students Education 320 and 408 b and completion of a summer project at the close of the Junior year. Each summer's experience is planned to broaden the student's contacts with people and to enrich her opportunities for responsibility as a preparation for teaching. The instructor guiding the project varies with the character of the experience.

Education 203 and 408 a for Industrial Arts students. Observation and teaching of Home Economics and Industrial Education in different grades of the public schools. Preparation, use, and evaluation of courses of study, plans, provisions for individual differences, teaching aids and tests. Some experience with various publicity techniques and with responsibility for the social and financial organization of the classes. Individual conferences with the supervising critic and group conferences with the Director of Practice.

Sem. I, II. Credit: 5-6

Miss Walsh, Mr. Curran and others.

Education 410 Home Economics Education II

Prerequisite: Education 320.

Development of Home Economics Education. Present placement in all day school curricula; administrative problems of department. Maintenance of and further professional development of the Home Economics teacher.

Sem. II. Credit: 2

Miss Michaels.

Education 428 Supervision and Administration of Home Economics Education

Prerequisite: Teaching Experience.

The organization of the field of supervision; the principles underlying good leadership; the training and qualities valuable in a supervisor. The development of a program of curriculum build-

ing and class room teaching and testing. The business administration of a department. The supervisor's relations with school executives, teachers, and community.

S. S. only. Credit: 3
Miss Walsh.

Education 441 Educational Measurements

Prerequisites: Education 203 and 222 or Education 320.

Improvement of the written examination with special reference to validity, reliability, and objectivity. The course includes the present status, types, selection, characteristics, limitations, possibilities, use and interpretation of tests, as well as the conversion of raw scores and the distribution for the determination of grades. Emphasis is placed on the construction of informal objective tests so that the student may construct and use same when out in the field.

Sem. I, II. Credit: 2
Mr. Rich, Mr. Brown.

Education 450 Teaching of Social Science

Prerequisite: At least 16 semester hours credit in Social Science and History.

Methods and materials for the teacher of social science in junior and senior high school.

Sem. II. (Not offered 1934-35.) Credit: 2

Education 460 Teaching of Science

Prerequisite: At least 15 hours credit in two of the three sciences, biology, chemistry, and physics.

A consideration of the problems which confront the teacher of science in the smaller high school with emphasis on aims of science teaching; course content; text books; equipment of laboratories; care of equipment; securing of illustrative material; methods of presentation; student records; tests of successful teaching.

Sem. I. Credit: 2
Miss Bachmann.

Education 480 Theory and Organization of General Shop

Prerequisites: Senior Standing (Junior Standing permissible if student has senior standing in educational sequence.)

The history of the general shop, including an analysis of the educational considerations, the identifications of all types of general shops with a study of each to include pupil classifications of boys and girls, equipment combinations, shop operating problems, including those of personnel organization, stock room and store room organization and operation. Directed observation in the several types of general shops in The Stout Institute and assignments as assistants in student teaching practice classes in selected general shops. The identification of instructional methods, teaching devices and preparation procedures in preparing instructional material. Identification of related information, classifications and sources.

Sem. I, II. Credit: 2
Mr. Brown, Mr. Bowman and others.

Note: Men who have completed the six hour requirement in student teaching and the above course, will be permitted, so far as facilities allow, to take an additional two hours of student teaching in general shop work in the senior year and substitute this for two hours of technical work in shop work, drawing or design.

Education 130 S Seminar in Home Economics Education

Prerequisite: Junior or Senior Standing.

Short units of three weeks duration. Content of units selected from the most significant present day problems in Home Economics. Details of current units found in the summer session bulletin.

S. S. only. Credit: 1-2-3
Special Lecturers.

Vocational Education

Education 304 The Part-Time School and Its Problems

Prerequisite: Junior Standing.

A general acquaintance course in the history, theory, purpose, organization, and administration of the part-time school. The following points are considered: history and development of the part-time school both in Europe and America with special attention given to Wisconsin; Federal and State laws affecting the part-time schools; the type of pupils in the part-time schools and their needs; desirable characteristics of the part-time school teacher; the work of the coordinator; home contacts; health problems; cooperation with outside organizations; cooperation with the Industrial Commission and Rehabilitation Division; the planning and care of equipment.

Sem. I, II. Credit: 2
Miss Price, Mr. Welch.

Education 401 Vocational and Educational Guidance

The rise and development of the movement, with some attention to foreign progress; study of surveys and their application to the problem; analysis and evaluation of the use of intelligence and trade tests; a careful consideration of personnel functions and administration, education, in business and industry; and prepara-

tion and classification of occupational information for use in guidance and placement. Assigned reading, lectures and preparation of term papers.

Sem. I, II. Credit: 2
Mr. Welch.

Education 407 The Teaching of Shop Subjects in the Part-Time School

Recognized principles of teaching applied to typical shop situations as found in the part-time school. Methods of teaching based upon the psychological aspects of learning as applied to both shop and related subjects. Topics considered are (1) the use of the the lesson plan and job sheet; (2) the demonstration, both for the whole class and for the smaller group; (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note taking; (6) the lecture or class talk; (7) reports by pupils; (8) questioning; (9) checking and testing, examinations; (10) the use of models, charts, graphs and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety; (13) management, routine, detail, and discipline; (14) tool room procedure; (15) the maintenance of tools, apparatus and equipment; and (16) the selection, care and purchase of supplies.

Sem. I, II. Credit: 2
Mr. Welch.

Education 412 Analysis and Organization of Home Economics in the Part-Time School (Smith-Hughes and George-Reed)

Prerequisite: Education 304.

A study of the needs of the part-time school girl; analysis and organization of subject matter for one Home Economics subject as taught in the part-time or George Reed school; selection and organization of content for short unit course of nine lessons accompanied by teacher's plans and pupil's instruction sheets; suggestive methods for their use for a real situation in a part-time school.

Sem. II. Credit: 2
Miss Price.

Education 414 Methods of Teaching Home Economics in the Part-Time School (Smith-Hughes and George-Reed)

Prerequisite: Education 304.

Building a home making curriculum; study and formulation of objectives; suitable methods of teaching such as problem-solving, directed study, group instruction, home projects, and their adaption to part-time school situations; comparative study and critical evaluation of text and reference material; adult education in home economics.

Sem. II. Credit: 2
Miss Price.

Education 443 Problems in Teaching Shop Subjects in the Part-Time School

Prerequisites: For Junior teachers (Wisconsin State Board of Vocational Education) three years of teaching experience in the part-time shop classes of the Wisconsin Vocational Schools and the completion of two (2) years of training in an approved institution of college rank. Education 357B.

Individual work representing approved practice in the writing of text material that can be of immediate use in part-time classes. The writing of specific instruction sheets and the preparation of test material suitable for use in part-time classes.

Sem. I, II. Credit: 2
Mr. Welch.

PHYSICAL EDUCATION AND COACHING

Physical Education 127 Physical Education I (Men)

Wide range of free exercises, calisthenics, floor work and games. In season work in athletics. Physical efficiency tests to determine individual improvement. Individuals will conduct classes in Physical Education. Life saving tests to those who desire Red Cross certificates.

Sem. I, II. Credit: 1
Mr. Burbidge. (0-2)

Physical Education Intra-mural Sports (Men)

A complete program of all sports in season, consisting of an "Athletics for All" aim.
Mr. Burbidge.

Physical Education 263 Basketball Coaching

Prerequisite: Physical Education 127 (9 weeks).

Types of offensive and defensive team play; organization of practices and selection of material; individual work; fundamentals; practice coaching and officiating in intra-mural games.

Sem. I, 2nd qtr.; Sem. II, 3rd qtr. Credit: 1½
Mr. Burbidge. (2-2)

Physical Education 265 Football Coaching

Prerequisite: Physical Education I (9 weeks).

Complete course in the fundamentals of offensive and defensive football, both individual and team analysis of various formations in use today; team play; strategy; equipment; problems of organization and administration.

Sem. I, 1st qtr.; Sem. II, 4th. qtr. Credit: 1½
Mr. Burbidge. (2-2)

Hygiene 101 General and Shop

Hazards as related to the school and shop; safety as practiced in industry; safety procedure in schools. Problems surrounding the health of the student and teacher. First aid discussion and practice.

Sem. I, II. Credit: 1
Mr. Burbidge.

Physical Education 128 Physical Education I (Women)

Outdoor work includes Fundamentals of English Field Hockey, Archery, organized hiking, and swimming. (Two years of swimming is required of all women students.) Volleyball and basketball are played in the gym when weather does not permit outdoor work. Personal hygiene lectures are given to Freshman classes during the first semester.

Indoor work — (Students may choose a, b, or c.)

a. Fundamentals of Danish Gymnastics which trains one in strength, co-ordination, and mobility.
b. Clogging and character dancing includes elementary instruction in simple clogs using fundamental technique and rhythms.
c. Natural dancing trains one for simple free motor rhythms and pantomime work based on natural movements, as walking, skipping, running, leaping, etc. Tends to help girls overcome self-consciousness.

Sem. I, II. (-2)
Miss Reynolds. Credit: 0

Physical Education 228 Physical Education II (Women)

Outdoor work in individual technique and team play in English Field Hockey, archery, and hiking.

Indoor work (Students may choose a, b, or c.)

a. Folk dancing shows the technique and practice of popular folk dances of the nations.
b. Advanced work in Danish Gymnastics or Clogging.

c. Pageantry is for girls who have had natural dancing, and special work is started for the annual May fete.
d. Swimming (required) is a continuation of Course 128, stressing relaxation, co-ordination, and rhythmic execution of strokes. Underwater swimming and elementary diving are offered for the more advanced students, as are Methods in Red Cross life saving; the test being given in the spring by certified examiners. (-2)

Sem. I, II. Credit: 0
Miss Reynolds.

Physical Education 380 Theory and Principles of Physical Education for Women Teachers

Prerequisite: Physical Education 128.

A course for women who wish to teach Physical Education in connection with other subjects. It is a careful study of the aims and objectives of modern physical education as applied to work in schools, camps, and supervised play grounds. The material includes formal and informal methods of teaching, the presentation of the varied new physical education programs, the related purpose of physical examinations and personal hygiene, a study of the organization and administration of gymnasiums, playgrounds, recreation centers, swimming pools. Seasonal programs adapted to groups of various ages are formulated for indoor and outdoor work.

Miss Reynolds. (1-2)
Sem. I, II. Credit: 0

Physical Education Corrective Gymnastics

Special diagnosis and prescription of exercises for correction of minor physical deficiencies which are noted at the time of the physical examination by the college physician. These include corrections for weak arches, obesity, malnutrition, poor posture, etc. Conferences with the students in need of this attention are arranged following their physical examination.

Sem. I, II. Credit: 2
Miss Reynolds, Mr. Burbidge. (Conferences with the students) (-2)

Physical Education Recreational Sports (Women)

The Women's Athletic Association sponsors various sports which promote interests and enthusiasm in recreational activities and some intra-mural competition. There is created an opportunity for every girl in school to participate in various recreational activities, and in "play for play's sake."

In the list of fall interests a girl may choose Field Hockey, Arch-

ery, tennis and organized hiking. Winter diversions include volleyball, basketball, bowling, shuffleboard, deck tennis, life saving methods, swimming and diving, ice skating and indoor archery. Spring activities include archery, tennis, and baseball, and work in the May Fete. Two afternoons a week the swimming pool is open for women. Two afternoons a week they may use the gym floor for recreational interests and intra-mural sports.

Miss Reynolds.

ENGLISH

English 0 English Composition

Sub-freshman English. Instruction and practice in the fundamentals of English, speech, and writing, with especial emphasis upon spelling, punctuation, and the rudiments of English Grammar. Designed for students who prove unprepared to take English 102. No credit.

Students who are registered in English 0 may, with the consent of the instructor, be permitted to take an examination for credit in English 1.

Sem. I, II.

English 102 a Composition

Training in the fundamentals of clear and correct expression; emphasis on expository writing and the organization of material.

Sem. I, II. Credit: 3

Miss Callahan, Mr. Grinnell, Miss Hassler, Mr. Price.

English 102 b Composition

Prerequisite: English 102 a.

Training in the principles of effective writing; emphasis on descriptive and narrative writing; reading of books representative of the types of literature; acquisition of knowledge regarding the sources of reading.

Sem. II. Credit: 3

Miss Callahan, Mr. Grinnell, Miss Hassler, Mr. Price.

English 302 Advanced Composition

Prerequisite: English 102 b and consent of instructor.

Practice in honest, personal writing with emphasis on the development of style, and with friendly, exacting criticism. Reading with attention to what makes good writing. General class meetings and personal conferences.

Sem. I, II. Credit: 2

Mr. Grinnell.

English 439 Journalistic Writing

Prerequisite: Composition 102 b and examination to prove competency in writing.

A course designed to develop skills in various types of journalistic writing and to acquaint the student with essential facts concerning newspapers and magazines. Classroom work, conferences, general writing, and writing for publication.

Sem. I, II. Credit: 2

Mr. Grinnell.

English 216 Survey of English Literature

Prerequisite: English 102.

A survey of English Literature from Beowulf to the end of the Nineteenth century.

Sem. I, II. Credit: 2

Miss Callahan.

English 346 Essay

Prerequisite: English 216.

A study of the various types of the essay. Written and oral reports and class discussions.

Sem. I, II. Credit: 1

Miss Callahan.

English 402 The Novel

Prerequisite: English 216.

A study of the development of the English and American novel with special regard to the novelists of the late nineteenth and twentieth centuries. Lectures, assigned readings, critical papers, and discussions.

Sem. I. Credit: 2

Mr. Grinnell.

English 404 Poetry

Prerequisite: English 216.

A study of contemporary American and British poetry. Lectures, assigned readings, critical papers, and discussions.

Sem. I, II. Credit: 2

Miss Callahan.

English 406 Shakespeare

Prerequisite: English 216.

A study of the chief comedies and tragedies of Shakespeare.

Sem. I. Alternate years. Not offered in 1934. Credit: 2

Miss Callahan.

English 408 English Romantic Poetry

Prerequisite: English 216.

An intensive study of the poetry of Wordsworth, Coleridge, Byron, Keats, and Shelley.

Sem. I. Alternate years. Offered in 1934. Credit: 2

Miss Callahan.

English 106 Public Speaking I

Practice in the elements of effective speaking. A variety of original speeches and criticisms.

Sem. I, II. Credit: 2

Miss Hassler.

English 223 Public Speaking II

Prerequisite: English 106.

Advanced instruction for those who wish to attain greater maturity in public speaking. Both classroom and public appearances.

Sem. I, II. Credit: 2

Miss Hassler.

English 444 Dramatic Coaching I

A study of the technique of play production; units of work cover acting, directing, make-up, lighting and stage equipment, and reading and selecting plays.

Sem. II. Credit: 2

Miss Hassler, Mr. Grinnell.

CHEMISTRY

Chemistry 110 Inorganic Chemistry I

Chemical viewpoint, vocabulary, chemical reaction, oxygen, hydrogen, gas laws and their application, water, atomic and molecular weights, equations, solutions, hydrogen chloride and hydrochloric acid, chlorine sodium, sodium hydroxide, salts, halogens, valence, ionization, sulphur, and sulphur acids.

Sem. I, II. Credit: 3 (1-4)

Miss McCalmont, Miss Leedom.

Chemistry 120 Inorganic Chemistry II

Prerequisite: Chemistry 110.

Periodic system, atomic structure, nitrogen and the atmosphere, ammonia, nitric acid, phosphorus and other members of the family, carbon and its oxides, silicon and glass, boric acid and borax, sodium and potassium compounds, calcium and its compounds, magnesium, zinc, aluminum, iron, nickel, cobalt, lead, tin, copper, mercury, silver, gold, platinum, manganese, chromium — simple qualitative analysis of groups of metals.

Sem. II. Credit: 3 (1-4)

Miss McCalmont, Miss Leedom.

Chemistry 208 Organic Chemistry

Prerequisite: Chemistry 120.

Influence of structure on chemical behavior; the hydro-carbons, alcohols, ethers, aldehydes, ketones, acids and esters, carbohydrates, and proteins.

Sem. I, II. Credit: 3 (1-4)

Miss Leedom.

Chemistry 322 Physiological Chemistry

Prerequisite: Chemistry 208, Biology 214.

Study of certain carbohydrates, proteins, fats, of salivary, gastric and pancreatic digestion. Qualitative and quantitative studies of the end-products of metabolism.

Sem. I. Credit: 3 (1-4)

Miss Williams.

Chemistry 438 Quantitative Analysis

Prerequisite: Chemistry 120.

Use of analytical balance, preparation of standard solutions both gravimetrically and volumetrically, typical food analysis for women and inorganic determinations for men. Emphasis of technique and accuracy, final application of theory learned in beginning courses.

Sem. II. Credit: 3 (1-4)

Miss McCalmont.

Chemistry 445 Chemistry of Materials

Sem. I, II. Credit: 3 (1-4)

Miss Bachmann.

Prerequisite: Chemistry 208.

Water and its relations to boiler use, fuels—solids, liquids, gaseous,—lubricants, rubber, paints, varnishes, stains, building materials — cement, tile, brick, stones—ferrous and non-ferrous alloys.

Sem. II. Credit: 3 (2-2)

Miss McCalmont.

BIOLOGY

Biology 122 General Biology

Properties of protoplasm, classification of plants and animals, structure and nutrition of forms of plant life, the cell in development and inheritance, reproduction, introductory studies in embryology and comparative anatomy, the use of the microscope.

Bacteriology 206 General Bacteriology

Prerequisite: Biology 122.

Some of the morphological and physiological characteristics of yeast, molds, and bacteria, methods used in the culture and microscopic examination of micro-organisms; effects of environment; introductory studies in comparative analysis of air, water, and milk; efficiency of insects as carriers of micro-organisms.

Sem. II. Credit: 3

Miss Bachmann. (1-4)

Biology 214 Physiology and Anatomy

Prerequisite: Biology 122.

Cat anatomy based on laboratory dissection. Histological studies. Survey of the fundamental physiological processes of the animal body, with special reference to the human.

Sem. I. Credit: 3

Miss Williams. (2-2)

Biology 362 Advanced Physiology

Prerequisite: Biology 214.

Histological and quantitative studies on human blood. Experiments on the heart and on muscle-nerve preparations of the frog. Simple experiments on the human body.

Sem. II. Credit: 2

Miss Williams. (1-2)

Bacteriology 420 Bacteriological Problems

Prerequisites: Biology 122, Bacteriology 206.

Applications of bacteriology to the problems concerning conservation and promotion of community health; pure water supplies, sewage disposal, food handling, milk sanitation, food spoilage and food poisoning, control of infectious diseases, and public health organizations. Students may take the lectures without the laboratory.

Sem. I. Credit: 2 or 3

Miss Bachmann. (2-2)

PHYSICS AND MATHEMATICS

Physics 421 Physics I

Electricity, Mechanics, Heat. Practical application of general physical laws is stressed in special laboratory problems, or demonstrated by apparatus or machines in actual use. Content applicable to the needs of prospective teachers in Industrial Education, Home Economics or the Sciences.

Sem. I, II. Credit: 5

Mr. Tustison, Mr. Rich. (3-4)

Physics 423 Physics II

Prerequisite: Physics 421.

Sound and Light. A continuation of Physics I completing the study of the general laws of Physics. The subjects are covered through lecture and related laboratory work. Content is especially adapted to prospective teachers of physics and general science.

Sem. I, II. Credit: 3

Mr. Tustison, Mr. Rich. (2-2)

Physics 425 Physics III

Prerequisites: Physics 421 and 423, Mathematics 207.

Strength of materials and the materials of construction in machine and building trades. Problems in wood, steel, and concrete construction. Standard and special tests in various grades of iron and steel; building materials such as cement, brick, and woods of various kinds, glues, screws, nails, and other fasteners.

Sem. I, II. Credit: 3

Mr. Good. (2-2)

Physics 347 Physics IV Radio (9 weeks)

Prerequisites: Industrial Education 119, 343, 345.

Deals with the fundamental principles, construction, and operation of sending and receiving circuits. Equipment is available for assembling and testing the various circuits to study their adapaability and ease of operation. A portable short wave transmitter and receiver is used for establishing communication with the laboratory station.

Credit: 2

Mr. Kranzusch. (Not offered in 1934-35.) (2-6)

Mathematics 207 Mathematics I, College Algebra

Fundamental processes and selected work in College Algebra. Special efforts are made to give each student his maximum progress.

Sem. I, II. Credit: 2

Mr. Rich, Mr. Tustison.

Mathematics 211 Mathematics II, College Algebra

Prerequisite: Mathematics 207.

Continuation of Mathematics I including special work in logarithms and the slide rule.

Sem. I, II. Credit: 2

Mr. Rich, Mr. Tustison.

Mathematics 313 Mathematics III, Trigonometry

Prerequisites: Mathematics 207 and 211.

Introduction to the elements of trigonometry. The solution of the right triangle. Variations of the trigonometric functions, the fund-

amental relations and functions of the sum and difference of angles. The solution of oblique triangles. Slide rule and logarithmic calculations using the trigonometric functions in solving practical problems. One field problem in the use of the sextant or the transit.
Sem. I, II. Credit: 3
Mr. Rich, Mr. Tustison.

Mathematics 315 Mathematics IV—Calculus
Prerequisites: Mathematics 207, 211, 313.
A course of selected topics from differential and integral calculus with practical applications.
Sem. II. Credit: 3
Mr. Rich.

SOCIAL SCIENCES

Social Science 103 American History
An interpretative survey course with emphasis on the period since the Constitutional Convention. An effort to interrelate the various factors, economic, social, political, and religious which have contributed to the development of American society.
Sem. I, II. Credit: 3
Mr. Shafer.

Social Science 105 American Government
Critical review of the machinery and functions of national, state, and local governments. Emphasis on proposed reforms of governmental machinery, and an analysis of the significance of citizenship.
Sem. I, II. Credit: 3
Mr. Dawley.

Social Science 201 Economics I
Fundamental principles of economic science; their application to the life of the individual in the modern economic and social order.
Sem. I, II. Credit: 3
Mr. Dawley.

Social Science 301 Economic History of the United States
Prerequisite: Social Science 201.
A study of the economic evolution of the United States since colonial times. Approximately two-thirds of the course is devoted to the perod since the Civil War. A special emphasis is placed on the development of economic problems and the foundations of modern industry. Students are required to analyze these problems and to formulate tentative remedies.
Sem. I, II. Credit: 3
Mr. Price.

Social Science 303 Economics II
Prerequisite: Social Science 201.
Continuation of Economics I, including the study of a selected group of modern economic problems.
Sem. II. Credit: 2
Mr. Dawley.

Social Science 305 Modern History
Prerequisite: Social Science 103.
The study of significant events and movements in world history since 1815. The period from 1815 to 1871 is dealt with only as a background for the study of the modern state. The emphasis throughout the course is upon the motivating forces of nationalism and liberalism, especially as they relate to the evolution of the distinctly contemporary states and governments and to international relations.
Sem. I, II. Credit: 3
Mr. Price.

Social Science 307 Social Psychology
Prerequisites: Education 124 or 125.
A study of human nature, attitudes and values as a result of social interaction and interstimulation.
Mr. Shafer. (Not offered in 1934-35.) Credit: 3

Social Science 309 Principles of Sociology
Fundamental principles and elements of Sociology, designed to give the student a comprehension of social forces, social processes, and social structures in modern life.
Sem. I, II. Credit: 3
Mr. Shafer.

Social Science 326 Problems of the Family
Prerequisite: Junior Standing.
Historical study of the development of the family and effects of same upon social status of woman. Consideration of present social tendencies in relation to the home as reflected in current events and literature.
Sem. II. Credit: 2
Miss Michaels.

Social Science 409 Recent History of U. S.
Prerequisite: Social Science 103.
A study and interpretation of American History since the Civil War. Emphasis is put on those developments which best help explain present United States conditions. Some time is devoted to the study of recent world problems in which the United States has played a part.
Mr. Shafer. Credit: 3

Social Science 411 Social Problems

Prerequisite: Social Science 309.

Modern social problems selected from the following group, population and immigration, poverty and dependency, marriage and the family, classes and races, abnormality and crime. An attempt is made to ascertain possible solutions to these problems from the viewpoints of social control and individual adjustments.

Sem. II. Credit: 2

Mr. Shafer.

Social Science 413 History of Labor Movements

Prerequisites: Social Science 201, 301.

Historical background of modern labor movements. Origin and rise of the wage-earning class; development of craft and class consciousness since the beginning of Industrial Revolution; efforts of American laborers to improve their condition.

Sem. I, II. Credit: 2

Mr. Shafer.

Social Science 415 Labor Problems

Prerequisite: Social Science 201. The department recommends that students take Social Science 413 before taking Labor Problems.

An analysis and interpretation of the fundamental causes of and proposed solutions to contemporary labor problems; unemployment, division of wealth and wages, standards of living, unionization, political activity, social status, use of leisure.

Not offered 1934-35. Credit: 3

Mr. Shafer.

Social Science 417 American Politics

Prerequisites: Social Science 103, 105.

Analysis of modern political parties, nominating methods, campaigns, elections, practical politics in legislative bodies, machines and bosses, and other divisions of present day American politics; reforms and remedies for existing political malpractice are critically examined.

Sem. II. Credit: 2

Mr. Dawley.

Social Science 419 Educational Sociology

Prerequisite: Principles of Sociology.

Function of education in society. Agencies that educate. Socialization. Control of social facts, principles, and laws so as to serve human purposes. Maladjustments and remedies. Scientific methods for isolating objectives in social education. Responsibility of the schools for social progress.

Sem. I, II. Credit: 3

Social Science 461-2 Contemporary Civilization

Open to students having at least six hours credit and a B average in the social sciences.

A course to correlate the information acquired in the social sciences and to interpret its meaning for contemporary civilization. Through lectures, discussions, reports and wide reading an attempt is made to bring this information to bear on significant economic, political, social and historical aspects of contemporary civilization in order that each student may further evolve his own social philosophy.

Sem. I, II. Credit: 3-3

Mr. Shafer, Mr. Price, Mr. Dawley.

HOME ECONOMICS

ART

Art 104 Drawing

Sketching with emphasis upon space relations through the use of line, mass, and light and dark. Introduction to perspective and figure study. Pencil, charcoal, and crayon technique.

Sem. I, II. Credit: 2

Miss Mutz. (-4)

Art 114 Color and Design

Prerequisite: Art 104.

A study of the elements of design: line, mass, color, and texture relative to their recognition and significance in the fine and industrial arts. Principles of design as controlling factors in the selection, arrangement, and decoration of objects for use.

Sem. I, II. Credit: 2

Miss Mutz. (-4)

Art 220 Costume Selection

Prerequisite or Parallel: Art 114.

Study of the individual figure and personal coloring. Influence of line, proportion, color, texture, and pattern on costume. Art principles as factors in the selection of clothing.

Sem. I. Credit: 2

Miss Jeter. (-4)

Art 332 Advanced Design

Prerequisite: Art 114.

A study of the enrichment of objects. Inspiration from nature, historic periods, and significant aspects of modern life. Block printing with experience in its decorative possibilities.

Sem. II. Credit: 2

Miss Mutz. (-4)

Art 334 The House and Its Furnishings

Prerequisite: Art 114.

A study of the furnishing needs of the modern house as they relate to convenience, economy, health, and beauty, with emphasis on the significant use of line, mass, color, texture, and pattern. Practice in the selection and arrangement of furnishings.

Sem. I, II. Credit: 2
Miss Carson. (-4)

Art 323 Problems in House Furnishing

Prerequisite: Art 334.

A course in which curtains, slip covers, screens and other articles for the house may be planned and made, and furniture reconditioned.

Sem. I. Credit: 2
Miss Carson. (-4)

Art 400 Crafts

Prerequisite: Art 114.

A survey of the crafts of primitive, mediaeval, and modern times. Creative experience in dyeing, weaving, rug making, embroidery, and other handicraft processes.

Sem. I. Credit: 2
Miss Mutz. (-4)

Art 426 Seminar in Art

Prerequisite: Junior Standing.

Problems relating to the selection, adaptation, and presentation of art subject matter in homemaking courses for various types of schools. Choice of problems based on needs and interests of individual students.

Sem. I. Credit: 2
Miss Mutz.

Art 430 Art History and Appreciation

Prerequisite: Art 114 or Junior Standing.

Survey of the fine and industrial arts in the most significant historic periods, with emphasis on contemporary work. Visits to museums and galleries.

Sem. II. Credit: 3
Miss Mutz.

Art 434 Period Furnishings

Prerequisite: Art 334.

A study of present day architecture, interiors, and furnishings as influenced by historic styles: Mediterranean, English, French, and American Colonial, Georgian, and Empire. Visits to museums and shops.

Sem. I. Credit: 3
Miss Carson.

Art 436 Costume Design

Prerequisites: Art 114, 220.

Development of technical ability to create designs for present day costume. Inspiration from nature, historic periods and modern environment. Costuming for plays and pageants.

Sem. II. Credit: 2
Miss Van Ness. (-4)

Art 446 a Sketch

A study of the essentials of form, light-dark, and color with emphasis on composition. Sketching in pencil, charcoal, and water color.

Sem. I, II. Credit: 1
Miss Mutz. (-2)

Art 446 b Sketch

Prerequisite: Art 446 a.

Continuation of Art 446 a.

Sem. I, II. Credit: 1
Miss Mutz. (-2)

Art 450 House Architecture

Prerequisite: Art 334.

A practical study of the design of small houses and apartments to meet the needs of modern family groups. Individual problems in planning and modeling a house and its surroundings.

Sem. I. Credit: 2
Miss Carson. (-4)

FOODS AND NUTRITION

Home Economics 90 S General Nutrition

Elementary course in nutrition; selection of a proper diet for good health based on dietetic principles.

S. S. only. Credit: 2
Miss Cruise.

Home Economics 212 Foundations of Nutrition

Prerequisite: Chemistry 208, Home Economics 230.

A scientific study of the fundamental principles of human nutrition as a basis for the selection of food for the individual and the family group.

Sem. II. Credit: 3
Miss Cruise. (2-2)

Home Economics 230 Food Preparation and Marketing

Prerequisite: Chemistry 120.

A study of the basic food principles in the preparation of food products; food buying for the home; food preservation.

Sem. I, II. Credit: 5
Miss Buchanan. (2-6)

Home Economics 230 X

All students must have, in addition to the prescribed food courses, additional experience in food preparation. Home Economics 230X is planned to meet this requirement and should follow the course in Home Economics 230. The work outlined for this project is to be done during the summer vacation and a practical examination must be completed during the first week of the fall semester.

A fee of one dollar will be charged all students failing to appear at scheduled time, or for repetition of examination.

Home Economics 300 Applied Institution Management

Prerequisite: Home Economics 380.

This course is planned to give the student experience with problems of institution management by operating the college tea room.

Sem. I, II. Credit: 3
Miss Lusby. (1-6)

Home Economics 306 Child Nutrition

Prerequisite: Home Economics 212.

A study of child food requirements and the preparation of the noon mean for pre-school children; methods of judging good and poor nutrition of children; causes, effects and prevention of malnutrition; field work in nursery and grade schools.

Sem. I, II. Credit: 2 or 3
Miss Cruise.

Child Nutrition for three semester hours of credit must be taken by the students choosing the Nutrition and Dietetics group.

Home Economics 308 Meal Management

Prerequisite: Home Economics 230 and 212.

A study of the management factors involved in the food problems of the homemaker. Planning, preparation and serving various type meals.

Sem. I, II. Credit: 2
Miss Buchanan, Mrs. Meslow. (-4)

Home Economics 310 Nutrition and Dietetics

Prerequisites: Home Economics 212, Biology 122.
Prerequisite or Parallel Course: Chemistry 322.

A study of normal metabolism and human nutrition; infant feeding; calculation and preparation of diets.

Sem. I. Credit: 3
Miss Cruise. (2-2)

Home Economics 452 Institution Food Preparation

Prerequisites: Home Economics 230 and 212.

Preparation of food in large quantities, standardization of formulae, calculation of costs. Care and operation of equipment. Menu planning for the institution. Laboratory practice in the college cafeteria.

Sem. I. Credit: 3
Miss Lusby. (1-4)

Home Economics 328 Institution Administration

Prerequisite: Home Economics 452.

A study of the organization and administration of the food service in various types of institutions such as hospitals, school lunch rooms and commercial food establishments. Types of organization, methods of administration, personnel management, purchasing of food and supplies, records and accounts, equipment selection and arrangement.

Sem. II. Credit: 3
Miss Lusby.

Home Economics 400 Food Demonstrations

Prerequisites: Home Economics 230, and 308.

Instruction in the technique of food demonstration, planning and giving demonstrations for different groups; lecture demonstrations by specialists from commercial fields.

Sem. II. Credit: 2
Miss Buchanan. (-4)

Home Economics 416 Reading in Foods

Prerequisite: Home Economics 230. Junior Standing.

Survey of research work being done in foods by various educational institutions, commercial firms, special bureaus, etc. Review of late books and magazine articles.

Sem. I. Credit: 1
Mrs. Meslow.

Home Economics 418 Diet Therapy

Prerequisites: Home Economics 310, Physiology 362.

Abnormal nutrition with dietary treatment of certain diseases; experiments and problems with respiratory apparatus, calorimeter and laboratory animals.

Sem. II. Credit: 3
Miss Cruise. (2-2)

Home Economics 438 Experimental Cookery

Prerequisites: Home Economics 230 and 308.

Development of experimental viewpoint and experimental method

in food preparation. Intensive study of principles and factors which will influence standard food products. Class and individual problems.

Sem. I, II. Credit: 3
Mrs. Meslow. (1-4)

Home Economics 456 Special Food Problems

Prerequisite: Home Economics 438.

Principles and applications of research methods applied to food problems. Directed individual work.

Sem. I, II. Credit: 2 (-4)
Mrs. Meslow. or 3 (-6)

CLOTHING AND TEXTILES

Home Economics 102 Textiles and Clothing

This course is planned to develop judgment in buying through appreciation of fundamental differences in fabrics as to durability, beauty, and suitability for garments and house furnishings. Pattern study and garment construction.

Sem. I, II. Credit: 5
Miss Van Ness. (2-6)

Home Economics 102 x

Upon completion of Home Economics 102 students are required to do certain clothing construction processes until a predetermined degree of speed and accuracy in technique has been attained. This standard must be met in a practical test before registration in Home Economics 218.

Home Economics 218 Clothing Construction

Prerequisites: Home Economics 102, 102 x, Art 220.

Construction processes as applied to silk and wool dresses. Emphasis on appropriate design and fabric. Good standards of dress for college students.

Sem. II. Credit: 3
Miss Jeter. (1-4)

Home Economics 312 Applied Dress Design

Prerequisite: Home Economics 218.

Practical application of principles of costume design. Emphasis on individuality in costume through skillful use of line, proportion, color and texture. Practice in draping. Field trip required.

Sem. I, II. Credit: 2
Miss Jeter, Miss Van Ness. (-4)

Home Economics 314 Children's Clothing

Prerequisite: Home Economics 218.

A study of the problems involved in the selecting, planning, and making of children's clothing. Emphasis is placed on the relation of design to self-help. Garments are designed and made for children who can be studied and fitted in the laboratory.

Sem. II. Credit: 2

Home Economics 316 Clothing Economics

Miss Jeter. ..(-4)

Prerequisites: Economics 201, Home Economics 102, Junior Standing.

Buying points of standard fabrics and ready-to-wear clothing; shopping responsibility of the consumer; standardization of textile products; cost of fashion; individual and family clothing budgets. Assigned problems.

Sem. I. Credit: 2
Miss Van Ness.

Home Economics 336 Clothing Problems

Prerequisite: Home Economics 218.

Investigation of problems in clothing with organization and presentation of results. Emphasis on problems which arise in the teaching of clothing; evaluation and preparation of illustrative material; practice in demonstration.

Sem. I, II. Credit: 2
Miss Jeter. (1-2)

Home Economics 370 History of Costume

Prerequisites: Art 220, Junior Standing.

A study of the development of costume. Factors which influence change in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.

Sem. I. Credit: 2
Miss Jeter.

Home Economics 372 Textile Study

Prerequisite: Home Economics 102.

Physical and chemical analysis of textiles. Use of standard testing apparatus. Assigned problems.

Sem. I. Credit: 2
Miss Van Ness. (-4)

HOME ADMINISTRATION

Home Economics 116 Freshman Lectures

Problems relative to the guidance, adjustment and participation of the freshman woman as a member of the present day college group. Survey of various fields of work in Home Economics.
Sem. I. Credit: 1
Miss Michaels.

Home Economics 318 Physical Development and Welfare of Young Children

Prerequisite: Physiology 214.

The physical development of the child from early embryonic life to 18 months, and the care of the mother and child throughout this period. Public provision for maternity and infancy. Opportunities in the field of child welfare for home economics trained women.
Sem. I, II. Credit: 2
Miss Lawton.

Home Economics 403 Home Administration

Prerequisites: Home Economics 212, Social Science 201, and Senior Standing.

A study of the expenditures of time, energy and money. Emphasis on the social aspects and the adjustments of family life. Residence in the Home Management House for six weeks with actual experience in the management of the house and the care of a young child.
Sem. I, II. Credit: 4
Miss Lawton.

Home Economics 405 Standards of Living

Prerequisite: Social Science 201.

Study of the scales and standards of living of the American and foreign countries. Emphasis on the standard of living of families on moderate incomes.
Sem. I, II. Credit: 2
Miss Lawton.

Home Economics 432 Economics of House Furnishing

Prerequisite: Junior or Senior Standing.

Study of consumer house furnishing problems based on utilitarian, economic, aesthetic, and social values of household commodities. Quantity and quality budgets at different price levels. Visits to house furnishing markets.
Sem. II. Credit: 3
Miss Carson.

Home Economics 352 Housing

Prerequisite: Junior or Senior Standing.

Social and economic aspects of the housing problem in relation to family welfare. Study of present housing conditions, rural and urban, with remedial measures for housing evils. Cost of housing and its relation to family income.
Sem. I. Credit: 2

For courses on Family, Preschool Child, and Nursery School, see Social Science 326, and Education 342 and 424.

HOME ECONOMICS EDUCATION

For courses in Home Economics Education, see those listed as Special Methods of Home Economics Education, Home Economics Education II, and Home Economics Student Teaching, under the write-ups for Education 320, 408, and 410.
Miss Carson.

INDUSTRIAL EDUCATION

SHOP WORK, DRAWING AND DESIGN

All courses in this group are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses the following tabulation is given to indicate the time requirements for credits.

Figures in parentheses indicate hours in preparation:

1 period per week (2)	18 wks. 1 semester hour
2 periods per week (1)	18 wks. 1 semester hour
3 periods per week (0)	18 wks. 1 semester hour
6 periods per week (0)	9 wks. 1 semester hour
12 periods per week (0)	9 wks. 2 semester hours
10 periods per week (2)	9 wks. 2 semester hours

Industrial Education Orientation

(For Industrial Education Freshmen.)

Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses and as a teacher. Personnel problems in physical, social and mental phases. Curriculum opportunities, professional requirements, trends in requirements in calls for teachers. Analysis of personal performances. Significance of choices available.
Sem. I. Credit: 0
Mr. Bowman, Mr. Price.
and others. Meets 1 hr. per week for 1 sem.

DRAWING

Industrial Education 121 Elements of Mechanical Drawing

Analysis of fabricated objects; recognition of elementary shapes; identification of elementary shapes through recognition of principle of construction; measurement of parts; location of parts; principles of geometry applied to construction; representation of fabricated objects through the more commonly used methods of projection drawing; technical sketching; technical specification; glossary; historical; guidance factors.

Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 226 General Drawing I

Prerequisites: Industrial Education 118, 121.

The application of graphical methods in the acquisition, expression and interpretation of such ideas of general significance and use as are peculiarly suited to the graphic language for their transmission, including construction, maintenance, operation, location, direction, arrangement, motion, stability, symmetry, processing, routing, human relations, organization, comparative values, component parts, etc.

Correlation of English and graphic description. Use of graphic computations of general value.

Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 227 Machine Drawing I

Prerequisites: Industrial Education 121, 118, and one course from the metal working group.

Standard conventions, detailing, technical sketching, materials of construction, material lists, fastening devices, tool processes, shop terms — glossary, technical description, specifications, tabular data, formulae, violations of theory, dimensioning, duplicating, interpreting drawings, diagrammatic, flow sheets—operation diagrams — repair lists — piping diagrams. Use of standard hand books, graphic computation.

Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 229 Machine Drawing II

Prerequisites: Industrial Education 227, Math. 211.

Analysis of Motions — uniform, simple harmonics, uniformly accelerated and retarded; cams — plate, cylindrical; spur gears — spur and pinion — pinion and rack — annular; bevel gears; worm and worm wheel; computations; use of odontograph.

Sem. I, II. Credit: 2
Mr. Green. (2-6)

Industrial Education 329 Machine Drawing III

Prerequisite: Industrial Education 227.

Mechanical perspective by piercing points of visual rays. Angular perspective, parallel perspective. Use of measuring points, vanishing points of inclined lines. Special methods for determination of perspective of circles. Application of the principles of perspective in the free hand sketching of machine parts. Dimensioning perspective drawings.

Sem. I, II. Credit: 2
Mr. Green. (1-8)

Industrial Education 433 Machine Drawing IV

Prerequisite: Industrial Education 329.

Considerations of design from standpoint of strength, use, operation, manufacture, tool manipulations, cost; computations; use of standard references; detailing; pictoral assembly; design of jibs; to mechanism of general interest and use.

Sem. I, II. Credit: 2
Mr. Green. (1-8)

Industrial Education 118 Freehand Drawing I

Line, form and proportion; freehand perspective; balance harmony; shadow delineation; shade and shadow projection; elements of design; orthographic projections of projects in wood, sheet-metal, and machine parts, assembled and detailed; elements of typographical design; blackboard practice.

Sem. I, II. Credit: 2
Mr. Ray. (2-8)

Industrial Education 224 Freehand Drawing II

Prerequisite: Industrial Education 118.

Consists largely of Industrial Arts design correlating the class work with the courses in the Industrial Arts department, such as the study of Furniture Design, Art Metal Design, Ornamental Concrete and Garden Furniture, Composition and Layout for Printing, Lettering, Type Faces, Historical Design and the Modern Trends, Architectural Composition in practical problems, and also study and work in Architectural Perspective.

Sem. I, II. Credit: 2
Mr. Ray.

Industrial Education 231 Architectural Drawing I

Prerequisites: Industrial Education 121, 118.

Fundamental elements of construction and the planning of buildings, lettering, conventions and symbols; footings and foundations; sill construction; cornices; cellar windows; double hung

windows for frame, stucco and brick veneer structures; fireplaces; stairways; a study of comparative structural values of steel frame, masonry and wood frames for buildings of various types.
Credit: 2
Sem. I, II. (2-8)
Mr. Ray.

Industrial Education 233 Architectural Drawing II

Prerequisites: Industrial Education 219, 231.
A set of house plans and elevations; consisting of basement and two floor plans; roof plans; four exterior elevations; cross section, longitudinal section; mechanical equipment; illumination, both natural and artificial; water supply and sanitation; relative merits of steam, water, and air as house heating mediums; materials of construction.
Credit: 2
Sem. I, II. (2-8)
Mr. Ray.

Industrial Education 331 Architectural Drawing III

Prerequisites: Industrial Education 219, 231, 233.
Orders of Architecture; relative merits of various styles and types of American homes, business houses and public institutions; design of a modern home; including modern electrics; sanitation; heating and ventilation plants; details of construction; elements of law of contracts; writing of a short specification.
Credit: 2
Sem. I, II. (2-8)
Mr. Ray. (3-4)
Mr. Good. Credit: 2
Sem. I, II.

Industrial Education 431 Architectural Drawing IV

Prerequisites: Industrial Education 219, 231, 233, 331.
Water color and pen and ink rendering in perspective of the plans drawn in course 331. Detailed specifications covering the entire structure; a plot plan and general layout; continuation of Laws of Contracts coupled with writing of complete bill of estimate; a model to scale of building in some modern medium.
Credit: 2
Sem. I, II. (2-8)
Mr. Ray.

ELECTRICAL WORK

Industrial Education 119 Industrial Electricity I

Essentials of electricity including wire splicing, Ohm's Law experiments, cells and batteries, signal circuits, simple light and power circuits, house wiring, direct current lighting and power circuits, direct current generators and motors. Practical applied problems.

Industrial Education 343 Industrial Electricity II

Prerequisite: Industrial Education 119.
Magnetic circuits as applied to coils, motors, generators and transformers. Insulation and insulators. Armature windings and winding projects. Mutual and self inductance. Conduit wiring projects.
Sem. I, II. Credit: 2
Mr. Good. (3-4)

Industrial Education 345 Industrial Electricity III

Prerequisites: Industrial Education 119, 343.
Theory and essentials of alternating currents. Shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators and their accessories.
Sem. I, II. Credit: 2
Mr. Good. (3-4)

GENERAL MECHANICS

Industrial Education 253 General Mechanics I

Prerequisites: Industrial Education 121, 119, 115, 107, 109.
Selection of jobs typical for the content of courses in Home Mechanics; Practical Mechanics; and Simple Mechanics. General Education is made the basis for the major portion of the shop assignments. Because of its general character, much of the work is adaptable to courses set up for girls in these fields. Students in addition to their mechanical work are required to make solutions of problems of management necessary to the successful operation of the general shop. Bench and mechanical equipment affords excellent opportunity for work in projects in woodwork, plumbing, electricity, woodfinishing, sheet metal repairs, and bench metal work.
Sem. I, II. Credit: 2
Mr. Tustison, Mr. Kranzusch, Mr. Brown. (1-9)

Industrial Education 365 General Mechanics II

Prerequisite: Industrial Education 253.
Continuation of General Mechanics I in additional and advanced problems. Problems of an Arts and Crafts nature are added to the already varied program. This additional field lends itself to work of an extra-curricular character. New fields of general mechanics nature are explored and original reseach in developing new poblems is stressed. The informational as well as the manipulative content is covered.
Sem. I, II. Credit: 2
Mr. Tustison, Mr. Kranzusch, Mr. Brown. (10)

AERONAUTICS

Industrial Education 269 Aeronautics I

Prerequisites: Basic courses in Elements of Woodwork, Bench Metal, and Mechanical Drafting. Experience in General Metal work, especially Welding, will be an advantage, although not a prerequisite.

A first course designed to assist industrial teachers in meeting the initial responsibilities assigned to them in connection with the opening of work in aeronautics. Units of work will be offered in model building, involving construction and related studies appropriate for junior high school pupils. Units of work will be offered with emphasis appropriate for senior high school work in airplane mechanics. The distribution of emphasis in the course will be to assist industrial teachers in the introduction of aeronautics work.

S. S. only. Credit: 2
Mr. Dhien. (2-6)

Industrial Education 270 Aeronautics II

Prerequisites: Aeronautics I, or two semesters of teaching experience of aeronautical constructions, or the equivalent. Welding and bench metal experience desirable, but not a requirement.

A continuation of Aeronautics I with emphasis placed upon the structural development suitable for glider and aircraft building in the junior and senior high school units. Principles of aerodynamics applied practically and theoretically, including wind tunnel construction and experiments. Wing foil design, with practical application of the N. A. C. A. wind tunnel graphs. Jig arrangements for rib construction. Aircraft rigging and mechanics, including chrome-molybdenum aircraft tube welding. Aircraft motors, and motor starters in theory and practice. Review of the related subjects, including meteorology, navigation, and theory of flight as applicable to secondary school curricula. For those desiring, arrangements will be provided for glider flight instructions. (Slight additional fee due to use of local airport.)

S. S. only. Credit: 2
Mr. Dhein. (2-6)

METAL WORK

Industrial Education 245 Auto Mechanics I

Prerequisites: Industrial Education 113, 119.

Seven weeks to the study, repair, and adjustments of the various units of the chassis not including the engine, on live cars brought into the shop. Two weeks to the fundamental principles of operation of the automobile engine, and adjustments of its various parts.

Sem. I, II. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 247 Auto Mechanics II

Prerequisite: Industrial Education 245.

Modern shop practice in overhauling and repairing auto engines and their accessories. Reboring and honing cylinders; fitting new pistons, rings and piston pins; reseating, grinding, and testing valves; repairing and adjusting carburetors.

Sem. I, II. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 341 Auto Mechanics III

Prerequisites: Industrial Education 245, 247.

Electrical equipment of the automobile. Construction, principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Practice in diagnosing, locating, and repairing electrical troubles on live cars.

Sem. I, II. Credit: 2
Mr. Good, Mr. Kranzusch. (2-6)

Industrial Education 451 Auto Mechanics IV

Prerequisites: Industrial Education 245, 247, and 341.

For teachers and prospective teachers of auto mechanics, giving experience in the preparation of instructional units for Junior and Senior high schools and for Vocational schools. Selection and organization of teaching material, shop lay-out, student routing and shop management, equipment selection, tool room planning and operation.

Sem. II. Credit: 2
Mr. Good, Mr. Kranzusch. (4-2)

Industrial Education 243 Foundry I

Molding, involving cutting and tempering molding sand preparatory to ramming bench and floor molds. Core making involving making and baking of cores for molds. Cupola practice, including operation of the cupola and the handling and pouring of molten metal. Selecting, mixing, and melting pig iron and machinery scraps to secure machinable qualities in the castings. Two or three heats of cast iron. Melting and pouring of brass and aluminum in a crucible.

Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 337 Foundry II

Prerequisite: Industrial Education 243.

Advanced molding projects, match plates for production work. Metallurgy of the foundry. Several heats of iron, brass and aluminum.

Credit: 2
Sem. I, II. (2-8)
Mr. Milnes.

Industrial Education 339 Foundry III

Prerequisite: Industrial Education 337.

Advanced molding and core making problems, and cupola practice. Survey of the foundry trade. Field trips, preparation of instructional material.

Credit: 2
Sem. I, II. (2-8)
Mr. Milnes.

Industrial Education 113 Machine Shop I

Construction and operation of the lathe, milling machine, drilling machine, shaper and grinding machine. Shapes of the cutting tools, grinding, setting and operating. Calculations to obtain the correct feeds and speed for cutting various metals. Related technical information. Projects involve basic processes on each machine.

Credit: 2
Sem. I, II. (2-8)
Mr. Milnes.

Industrial Education 235 Machine Shop II

Prerequisite: Industrial Education 113.

Spiral gear cutting and rack cutting involving the use of the milling machine. Internal and external square thread cutting on the lathe. Cylindrical grinding in the universal grinder. Stress upon related information pertaining to machine shop work.

Credit: 2
Sem. I, II. (2-8)
Mr. Milnes.

Industrial Education 237 Machine Shop III

Prerequisite: Industrial Education 235.

Worm gearing, tool and cutter grinding and problems in tool making. Planning, drilling and tapping cast iron machine parts. A survey of the trade is made with a view to organizing material for teaching. Material uses and cost studies.

Credit: 2
Sem. I, II. (2-8)
Mr. Milnes.

Industrial Education 435 Machine Shop IV

Prerequisite: Industrial Education 237.

Bevel-gear cutting, punch and die making, internal grinding, problems in tool making. Studies of selection of appropriate materials. Organization of project material and instructional units.

Sem. I, II. Credit: 2
Mr. Milnes. (2-8)

Industrial Education 115 Sheet Metal I

Care and use of sheet metal hand tools and machines; the drafting of simple patterns by means of parallel lines, radial and approximate development; making the problems drafted or laid out, studying their construction; related information; the manufacture, buying, sizes, quantities, etc., of the supplies.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 239 Sheet Metal II

Prerequisite: Industrial Education 115.

Drafting irregular patterns by means of triangulation; triangulation using the top view in the layout, triangulation using both top and side view in the layout, triangulation using the side view only in the layout, shop practice in the make-up of irregular fittings from various fields of sheet metal work.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 241 Sheet Metal III

Prerequisites: Industrial Education 115, 239.

Shop problems in blower and exhaust piping, architectural work, heating and ventilating, drafted and made up. Mensuration applied to sheet metal containers. Review of triangulation; advanced forms of parallel line and radial development.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 333 Sheet Metal IV

Prerequisites: Industrial Education 115, 239, 241.

Organization of sheet metal work for teaching in junior and senior high schools and vocational schools; shop layouts, courses of study, equipment. Fundamentals of working copper and brass; projects involving hard soldering, raising, chasing, seaming, piercing, etching, coloring.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

Industrial Education 335 General Metal I

Prerequisites: Industrial Education 115, 113.

General shop of the trade group type. Organization, courses of study, layouts, equipment, operation, uses of instructional material, supplies. Shop work in selected projects representing bench metal, forging, heat treating, machine shop, oxy-acetylene welding.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 355 General Metal II

Prerequisite: Industrial Education 335.

Continuation of General Metal I. Advanced work in ornamental forging, oxy-acetylene welding, power hammer work, bench metal, tool making and heat treating. Study of tools and supplies. Organization of content of General Metal I and II for teaching.

Sem. I, II, S. S. Credit: 2
Mr. Keith. (2-8)

Industrial Education 455 Oxy-acetylene and Electric Welding

Prerequisites: Industrial Education 335 and 355.

Setting up, operation, maintenance and repair of generators, tanks, gauges, manifolds, lines and torches. Setting up, operation and maintenance of arc welding equipment. Emphasis on gas and electric welding and cutting of all common metals. Instructional organization of gas and electric welding.

Sem. I, II. Credit: 2
Mr. Keith. (2-8)

PRINTING

Industrial Education 117 Printing I

Elements of composition, stonework and platen press work. Graded projects in straight composition involving basic operations of Job Printing, Proofreading. Supplementary lectures and demonstrations given in definite teaching units.

Sem. I, II, S. S. Credit: 2
Mr. Baker and others. (2-8)

Industrial Education 255 Printing II

Prerequisite: Industrial Education 117.

Continuation of Printing I. Problems in display composition, stonework, and platen press work. An introduction to commercial problems and jobs through use of typical projects. Allows gain in skill as craftsman. Supplementary lecture periods devoted to typographical design and its application.

Sem. I, II. Credit: 2
Mr. Baker and others. (2-8)

Industrial Education 257 Printing III

Prerequisites: Industrial Education 117, 255.

Advanced problems in composition and presswork. Practical production jobs of all types produced under foremanship system. Special processes are studied and practiced in shop including embossing, three-color process, virkotyping, stereotyping, etc. School newspaper make-up, and ad composition on Stoutonia. Lectures given as practical teaching units.

Sem. I, II, S. S. Credit: 2
Mr. Baker. (4-6)

Industrial Education 351 a Printing IV (a) Machine Composition

Prerequisites: Industrial Education 117, 255, 257.

Study of intertype and linotype machines. Includes study of the complete mechanism, care, and operation of type setting machines. Time divided between mechanism and practice operating. Sufficient time is spent on study of mechanism of the machine to give a complete knowledge of principles and care.

Sem. I, S. S. Credit: 2
Mr. Baker and others. (3-7)

Industrial Education 351 b Printing IV (b) Printshop Mechanics

Prerequisites: Industrial Education 117, 255, 257, 351, 459.

Course designed to cover study of adjustments and care of all machinery found in the school and job shop including platen and cylinder presses, automatic feeders, stereotype equipment, linotype, intertype, monotype, paper cutters, stitchers, and folders. Operation tests on each. Study and reference will include special presses, automatic machinery, field trips, and designing of shop work and storage equipment.

Sem. II, S. S. Credit: 2
Mr. Baker and others. (5-5)

Industrial Education 259 Printing V (School Publications)

Prerequisites: Industrial Education 117, 255, 257, English 439.

Prepares teachers of printing to handle school periodicals as a part of their work. Study of school newspapers, magazines, and annuals from the viewpoint of organization and operation. Elements of journalism and their application from the view point of the printing instructors. The Stoutonia, the weekly school newspaper and morgue used as a laboratory.

Sem. I, S. S. Credit: 2
Mr. Baker. (6-4)

Industrial Education 361 Printing VI Printing Design

Prerequisites: Industrial Education 117, 255, 257.
Application of elementary art and design to practical printing. Study of type design, commercial layouts, colors, papers, cover designs, folders and booklets. Lectures, shop work, and drawings. Application of Block carving.
Sem. II, S. S. Credit: 2
Mr. Baker. (4-6)

Industrial Education 449 Printing VII Printing Economics

Prerequisites: Industrial Education 117, 255, 257.
Acquaints the teacher of printing with economic problems of both commercial and school print shops. Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimating. Lectures supplemented by references and practical problems. Part time devoted to organization of material for instructional purposes, and development of printing tests.
Sem. II, S. S. Credit: 2
Mr. Baker. (6-4)

Industrial Education 459 Printing VIII Presswork and Bindery

Prerequisites: Industrial Education 117, 255, 257.
Practical problems and operation of platen and cylinder presses, and automatic feeders for platen presses, imposition of large forms. Research problems in presswork. Field study of modern presses, Multiple-color, Rotary, Rotogravure, Offset, and automatic feeding machinery. Problems in bindery operations involving bindery machinery. Study of paper and inks, and their importance in the press-room. Field trips.
Sem. I, S. S. Credit: 2
Mr. Baker. (5-5)

Industrial Education 359 Co-operative Printing (Off-Campus and Campus)

Prerequisites: Industrial Education 117, 255, 257.
Full time work in a commercial shop under the supervision of a co-ordinator. Campus co-operative printing consists of production work in the school shop, under shop conditions. Maximum time required equivalent to two regular shop courses.
On request for qualified students.
All year. Credit: 2
Mr. Baker and others. (24)

WOODWORK

Industrial Education 107 Elements of Hand Woodwork

Basic processes in hand woodwork. Study and performance in sharpening and care of common hand tools. Study and performance in getting out stock, layong out and making common joints and construction thru the use of exercises and a project involving fundamental or basic processes and points.
Sem. I, II. Credit: 2
Mr. Wigen, Mr. Paul Nelson. (2-8)

Industrial Education 131 Elements of Machine Woodwork

Prerequisite: Industrial Education 107.
Basic course with emphasis on operation of stationary and portable machinery, combinations of operations typical in modern processes in industry. Applied in machining stock for one or more projects to be at least partially assembled. Use of working drawings, stock cutting bills, patterns, rods, jigs and templates. Kinds, characteristics and classifications of wood and lumber.
Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 215 Cabinet Work I (Case and Furniture Making)

Prerequisites: Industrial Education 107, 131.
Making projects suitable for senior high school classes. Use of working drawings or models, or both, and stock cutting bills. A wide range of stationary and portable machinery will be used as extensively as possible. Order of procedure, a special system of face marking and laying out, smoothing and assembling are stressed. Construction characteristics; kinds and uses of joints, and detailed dimensions for parts and location of joints will be studied. Tests will be taken on a laboratory basis for moisture content, shrinkage, expansion, and case hardening of wood; temperature and relative humidity of atmosphere, and consequent effect on wood will be taken. A graph showing daily changes in atmosphere will be made by the class.
Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 311 Cabinet Work II (Case and Furniture Designing)

Prerequisites: Industrial Education 107, 131, 215.
A field trip to furniture stores and the Art Institute. Selection, designing, making full size working drawings, stock cutting bills,

sample job plans, routing procedure, laying out patterns, rods, templates and jigs for cabinet or furniture project the senior high school boys can make. Junior high school or college projects may be chosen occasionally. Supplemented by study and application of proportion, space division, contour and surface enrichment in industrial arts design.

Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 411 Cabinet Work III (Advanced Cabinet and Furniture Making)

Prerequisites: Industrial Education 107, 131, 215, 311.

Advanced cabinet and furniture work somewhat on a thesis basis. An extension, application and try-out of the work done in Ind. Ed. 311. Each student building the project he designed and made working drawings for. A factory field trip is recommended before taking this course. Special curricular and extra curricular freedom in the use of the mill room, cabinet shop and equipment are offered in and after this course.

Sem. I, II. Credit: 2
Mr. Hansen. (10)

Industrial Education 219 Carpentry I

Prerequisites: Industrial Education 107, 131.

Surveying and staking out for buildings; concrete forms constructed for a section comprising footings, wall, flue, beam, and stairway; stripping of concrete forms; floor framing, wall framing and roof framing in actual house construction; the steel square as used in roof framing; sheathing, shingling, and insulating; correlation between workers in carpentry and between the building trades. Reference assignments and "round table" discussions.

Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (2-8)

Industrial Education 319 Carpentry II

Prerequisites: Industrial Education 107, 131, 219.

Review of equal pitch roof framing; study and construction of unequal pitch roof framing; cornice construction, porch framing and finishing; exterior trimming; scaffold construction; study of building materials; quantity surveying and ordering materials; projects for teaching carpentry; workers in the carpentry trades; reference assignments and "round table" discussions.

Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (3-7)

Industrial Education 421 Carpentry III

Prerequisites: Industrial Education 107, 131, 219, 319.

Interior finishing; elements of stair building; polygonal and curved roof and ceiling construction; structural design in framing; structural and aesthetic design in finishing; organizing teaching material and shop equipment for courses in carpentry; supervision of a carpentry teaching job; carpentry as a life work; reference assignments and reports.

Sem. I, II. Credit: 2
Mr. Paul C. Nelson. (10)

Industrial Education 116 General Woodwork I

Prerequisite: Industrial Education 107.

Study and performance in Three Units, namely: Woodturning, Upholstery and Carpentry. General Shop, rotating plan in three week periods. Projects are used as the basis for all units of work, exercises being used only where preliminary performance is necessary.

Sem. I, II. Credit: 2
Mr. P. C. Nelson. (2-8)

Industrial Education 263 a General Woodwork II (Mill work)

Prerequisites: Industrial Education 107, 131.

Extension of Ind. Ed. 131 with major attention on problems in Industrial Mill Work. Projects will vary according to practical demands which furnish suitable problems for correlation with carpentry, architectural details and cabinet work. Making sash, doors, built-in cabinet work, window and door frames, moldings, or milling stock for other classes will be done on a production basis.

Sem. I, II. Credit: 2
Mr. Hansen. (3-7)

Industrial Education 263 b General Woodwork II (Mill-Wrighting)

Prerequisites: Industrial Education 107, 131.

Care and maintenance of woodworking machinery, machine saw and knife fitting, band saw brazing, aligning and adjusting parts of machines, babbeting and adjusting bearings, belting and power transmission problems, installing new equipment, laying out and making molding knives and general repair work to keep equipment in condition. Cutting angles, backing clearance, grinding bevels, cutting speeds, rates of feed and shop lay-outs will be studied.

Sem. I, II. Credit: 2
Mr. Hansen. (2-8)

Industrial Education 364 General Woodwork III

Prerequisites: Industrial Education 107, 131, 215.

A variety of form and surface enrichment to enlarge experiences which have or will not be acquired in other courses.

Form Enrichment: Making tapered and cabriole legs, curved rails, shaping, sticking, coping, molding, turning. Making curved parts by saw kerfing, by building up cores to be veneered, by laminating, and steaming and bending.

Surface Enrichment: Veneering, inlaying, overlaying, carving, fluting, reeding, routing, punching, caning and piercing or fret sawing.

These may be applied on parts for projects to be completed later, or on exercises which may be used as demonstration samples.

Sem. I, II. Credit: 2

Mr. Hansen or Mr. P. C. Nelson. (2-8)

Industrial Education 447 Co-operative Work on Campus

Prerequisites: Industrial Education 107, 131, 215, 311.

This work is on a production basis. Building equipment, teaching demonstration models, etc., in the mill room and cabinet shop. Only such jobs as are suitable and provide definite training experience will be taken on.

Sem. I, II. Credit: 2

Mr. Hansen. (24)

Industrial Education 448 Co-operative Work in Industry

Prerequisites: Industrial Education 107, 131, 215, 311.

Through affiliations with industry, opportunities are available for practical experience in woodworking plants in nearby cities. Applications on Smith-Hughes requirements are frequently made. A conference with instructor in charge is necessary before assignment.

Sem. I, II. Credit: 2

Hansen, Nelson, Wigen, Curran and others.

Industrial Education 353 Furniture Upholstery I

Upholstering tools and equipment; materials used; cost of materials and equipment; chair frame construction for upholstery; pad seat and pad back upholstery; the spring seat and spring back; overstuffed furniture; curved back upholstering; study of leathers, tapestries, velours, mohairs; planning and cutting the covering materials; repairing upholstered furniture.

S. S. only. Credit: 2

Mr. Curran. (1-9)

Industrial Education 373 Furniture Upholstery II

Prerequisite: Industrial Education 353.

Course includes larger and more difficult jobs in overstuffed furniture. More emphasis is placed on planning, ordering and cutting covering material. Student may choose type of job to build.

S. S. only. Credit: 2

Mr. Curran. (10)

Industrial Education 133 Home Craft and Repair Work

Simple furniture repairing and reupholstering; footstools of various styles made and upholstered; designing, making, and finishing toys; games and puzzles for children of different ages; bird houses and feeders; doll furniture; nursery furniture; garden furniture; tool boxes; window boxes; window shelves; tie racks watch holders; towel holders; book racks; shoe racks; slipper boxes; weather vanes; wind mills. Instruction planned with groups and with individuals. Each student may select types of work suited to his needs. This course offers suggestions to teachers, to members of home workshop clubs, and amateur craftsmen. Open to men and women.

S. S. only. Credit: 2

Mr. Curran. (10)

Industrial Education 221 a Painting and Decorating I

Study and practice in application and uses of basic finishes on old and new wood and metal work, including refinishing. Modern practices in finishing, including air spraying.

Sem. I, II. Credit: 2

Mr. Wigen. (2-8)

Industrial Education 221 b Painting and Decorating II

Prerequisite: Industrial Education 221 a.

Study and practice in color mixing, color combinations and applications in various mediums. Practice in two tone methods, stenciling, stripping, decalcomaning, applying finishes in plastic paints, glazing and blending, etc.

Sem. I, II. Credit: 2

Mr. Wigen. (2-8)

Industrial Education 225 Patternmaking I

Prerequisites: Industrial Education 107, 227.

Wood patterns of machine parts for casting in iron, brass and aluminum. Study of types of work performed by patternmakers. Patternmaking allowances; shellacing a pattern to convey information to a molder. Patterns involving solid, split and segmental construction. Core boxes for whole and half cores, right and left hand, interchangeable baked sand cores. Patternmaking materials. Visit to a foundry.

Sem. I, II. Credit: 2

Mr. Milnes. (2-8)

Industrial Education 325 Patternmaking II

Prerequisites: Industrial Education 225, 243.

Patterns for sheave wheel; bevel gear blank; mounted and gated patterns for production work; irregular shaped patterns and match plates. 2 in. soil pipe fittings involving bench and lathe work and built up core box construction. Segmental pulley construction involving spokes, webs and bosses. Survey of patternmaking and organization of instructional material.

Sem. I, II. Credit: 2

Mr. Milnes. (2-8)

Industrial Education 327 Patternmaking III

Prerequisite: Industrial Education 325.

Planning and building patterns for a small machine such as drill press, bench grinder, electric motor. Place of patternmaking in industry. Study of construction of patternmaking for sweep work in the foundry. Pattern shop equipment plans for school shop.

Sem. I, II. Credit: 2

Mr. Milnes.

BRICKLAYING

Industrial Education 249 Bricklaying I

Elements of bricklaying including spread work in the various bonds, corners, walls, chimneys; piers; the use of pilasters, construction of arches, walling in window frames, fireplaces.

Preparation and use of modern instructional material; analysis of the trade for instructional purposes, including related and occupational information. Demonstrations and class work carried on in actual trade practice conditions. Optional units in concrete work are available when necessary.

S. S. only. Credit: 2

Mr. Ray.

Industrial Education 251 Bricklaying II

Prerequisite: Industrial Education 249.

A continuation of Bricklaying I in advanced problems; speed work; motion study; and analysis of the more complicated phases of brick work; related work and assignments for class reports. Possible instructional distributions for bricklaying in high schools and vocational schools, including shop layouts, are planned. Costs of equipment and maintenance for minimum and maximum requirements, trade tests, scaffolding and safety and hygiene; estimating. Optional units in concrete work are available when necessary.

S. S. only. Credit: 2

Mr. Ray.

Note: For courses in methods, practice teaching, etc., see Education.

STUDENT ROSTER

1933-34

* * * * *

Senior Class

Ades, Evelyn R.	Waupaca, Wis.
Amidon, Florence Jean	Minneapolis, Minn.
Barnhart, Elbert Lee	Menomonie, Wis.
Bates, Alvina T.	Weston, Wis.
Baxter, William L.	Menomonie, Wis.
Beguhn, Bernhardt A.	Menomonie, Wis.
Biwer, Edward H.	Wausau, Wis.
Boody, Dorothy Mae	Hudson, Wis.
Bosselman, Ruth M.	Bassett, Wis.
Braker, Wayne C.	Menomonie, Wis.
Brierly, Robert G.	Downsville, Wis.
Brimer, Edward R.	Menomonie, Wis.
Bubeck, Martha M.	Cadott, Wis.
Burgett, Raymond W.	Whitewater, Wis.
Cain, Dorothy R.	Menomonie, Wis.
Carlson, Clarence F.	Superior, Wis.
Carlson, G. Erhart	Ashland, Wis.
Chamberlin, Robert M.	Menomonie, Wis.
Covey, Gerald L.	Menomonie, Wis.
Davis, Ivan W.	Lake Crystal, Minn.
Davis, Verna E.	Winnebago, Wis.
Decker, Lloyd K.	Menomonie, Wis.
Dotseth, Hartvick J.	Knapp, Wis.
Ekern, Merlin O.	Cameron, Wis.
Good, Jean E.	Menomonie, Wis.
Graham, Ruth A.	Roberts, Wis.
Granoien, Edward O.	Menomonie, Wis.
Hansen, La Verne M.	Menomonie, Wis.
Harmon, Charles W.	Eau Galle, Wis.
Harmon, Henry A.	Eau Galle, Wis.
Herman, Emma L.	Melrose, Wis.
Hicks, Willard E.	Pepin, Wis.
Hockel, John L.	Menomonie, Wis.
Hostettler, LeRoy W.	Durham, North Carolina
Hoyt, Lawrence B.	New Auburn, Wis.
Howison, Ruth B.	Menomonie, Wis.
Hylland, Chester O.	Menomonie, Wis.
Ingalls, Gladys R.	Eau Claire, Wis.
Jensen, Norman A.	Milltown, Wis.
Jensen, Verna H.	Argyle, Wis.
Johnson, Lilly C.	Proctor, Minn.
Johnson, Raymond E.	Menomonie, Wis.
Johnston, James L.	Buffalo, Minn.
Kline, Margaret L.	Kaukauna, Wis.
Knoble, James W.	Chippewa Falls, Wis.
Kohl, Myra Marie	Marshfield, Wis.
Larson, Roy O.	Menomonie, Wis.
Lee, Louise C.	Catawba, Wis.
Leonard, Marjorie M.	Ft. Atkinson, Wis.
Lewis, Henry S.	Ypsilanti, Mich.
Lynum, Gladys A.	Baldwin, Wis.
McCarty, Charlotte B.	Osceola, Wis.
McDonald, Annette E.	West Salem, Wis.
Mackay, David S.	Platteville, Wis.
Madsen, Ove E.	Menomonie, Wis.
Medla, John	Cudahy, Wis.
Melges, Harriet L.	Redwood Falls, Minn.
Michna, Alvin J.	Racine, Wis.
Mikkelson, Gladys O.	Toronto, S. Dak.
Mittelstadt, Roy H. F.	Rusk, Wis.
Murray, Robert S.	Janesville, Wis.
Nelson, Everis F.	Hurley, Wis.
Nelson, Julius N.	Ashland, Wis.
Nickel, Mildred E.	Green Bay, Wis.
Nienow, Inez A.	Hartland, Wis.
Nourse, Harvey L.	Bayfield, Wis.
Owen, Helen M.	Downing, Wis.
Peterson, Bernie M.	Webster, Wis.
Purcell, Roderick N.	Zion, Ill.
Radtke, John B.	Rice Lake, Wis
Rasmussen, Harold	Racine, Wis.
Ray, Virginia B.	Menomonie, Wis.
Rhiel, Marian G.	Elmwood, Wis.
Roettiger, Marguerite A.	Fountain City, Wis.
Roush, Frances M.	Webster, Wis.
Rowe, William J.	Hancock, Mich.
Sack, Harold J.	Savannah, Ga.
Sandvig, J. Howard	Menomonie, Wis.
Scheftner, Arthur G.	Milwaukee, Wis.
Schwartz, Arthur H. S.	Menomonie, Wis.
Sissel, Forrest D.	Muscatine, Iowa
Smith, Earl E.	Waukegan, Ill.
Sours, Arthur R.	Kenosha, Wis.
Spreiter, Carmen L.	Menomonie, Wis.
Steeves, Borden P.	Ansonia, Conn.
Stepp, Dorothy A.	Eau Claire, Wis.
Stewart, George S.	Palmyra, Wis.
Storandt, Lila L.	Mindoro, Wis.
Stori, David A.	Menomonie, Wis.
Strozinsky, Harold H.	Menomonie, Wis.
Towne, George E.	Waupun, Wis.
Trastek, June R.	Manitowoc, Wis.
Trinko, Joseph R.	Menomonie, Wis.
Valska, Howard R.	Altoona, Wis.
Very, June R.	Menomonie, Wis.
Voss, Mildred B.	Mayville, Wis.
Williams, Donald S.	Menomonie, Wis.
Wilson, Lloyd A.	Minong, Wis.
Woinowsky, Herbert P.	Menomonie, Wis.
Wolske, Merlin R.	Menomonie, Wis.
Zastrow, Harold G.	Superior, Wis.

Junior Class

Allen, Evelyn M.	Bessemer, Mich.
Alvord, Evelyn M.	Appleton, Wis.
Anderson, Selma M.	Osseo, Wis.
Anderson, Stuart A.	Menomonie, Wis.
Andreassen, Dagny C.	Menomonie, Wis.
Beach, Harry A.	Madison, Wis.
Beckman, Earl C.	Antigo, Wis.
Behringer, Charles A.	Manitowoc, Wis.
Bennetts, Wendell	Knapp, Wis.
Betterley, Ralph E.	Elmwood, Wis.
Bjornson, Clifford E.	Menomonie, Wis.
Bogaard, Alex H.	Abbotsford, Wis.
Bradley, Doris E.	Menomonie, Wis.
Brenner, Carl J.	East Orange, N. J.
Bressler, Edward F.	Menomonie, Wis.
Brown, Marian A.	New Richmond, Wis.
Carlson, Rosamond L.	Eau Claire, Wis.
Carp, Reuben R.	Charleston, W. Va.
Charlick, LeRoy E.	Highland, Mich.

Chase, Marian E. Oshkosh, Wis.
Christopherson, Elizabeth Superior, Wis.
Cole, Jane Mary Superior, Wis.
Corosolla, Ernest A. Ironwood, Mich.
Curran, L. Frederick Menomonie, Wis.
Damm, Lucille F. Columbus, Wis.
Damm, Verna E. Columbus, Wis.
Daugherty, Paul L. Boscobel, Wis.
Davison, Mabel D. Menomonie, Wis.
Decker, Gerald E. Menomonie, Wis.
Diedrich, Helen E. Menomonie, Wis.
Dixon, Richard J. Menomonie, Wis.
Doyle, Eugene W. Menomonie, Wis.
Ebert, Ernest R. Superior, Wis.
Erickson, Luella Virginia, Minn.
Erpenbach, Loyd W. Elk Mound, Wis.
Feirer, Albert J. Menomonie, Wis.
Fleming, Lucille M. Glenwood City, Wis.
Forno, Rose M. Bessemer, Mich.
Gaertner, Heinrich J. Neenah, Wis.
Gilker, Hal Chippewa Falls, Wis.
Govin, James L. Menomonie, Wis.
Green, Jane Menomonie, Wis.
Gregg, Frances K. Menomonie, Wis.
Gunderson, Harriet V. Hibbing, Minn.
Gunz, Virginia L. Oshkosh, Wis.
Haase, Carl J. Milwaukee, Wis.
Hansen, Paul B. Menomonie, Wis.
Henning, Janice L. Fountain City, Wis.
Hislop, George B. Racine, Wis.
Hockenbrock, Eunice M. Eau Claire, Wis.
Horman, Woodrus F. Sleepy Eye, Minn.
Hugdahl, Elwood V. Bensenville, Ill.
Hylland, Olive P. Menomonie, Wis.
Jach, Herbert E. Tomahawk, Wis.
Jeffery, Doris H. Shullsburg, Wis.
Johnson, Grace A. Bessemer, Mich.
Keller, Harry E. Menomonie, Wis.
Klatt, Dick G. Menomonie, Wis.
Klatt, Ramona A. Menomonie, Wis.
Ledin, Clarence T. Superior, Wis.
Lohr, Karl T. Battle Creek, Mich.
Lohrie, Benjamin J. Elmwood, Wis.
Lotwin, Gertrude Menomonie, Wis.
McClellan, Clarence F. Menomonie, Wis.
McCourt, George E. Menomonie, Wis.
Macauley, Robert H. Menomonie, Wis.
Martinson, Helmer M. Eau Claire, Wis.
May, Russell W. Downing, Wis.
Millar, Donald R. Menomonie, Wis.
Millenbach, G. Ivan Chassell, Mich.
Moody, Cordelia Menomonie, Wis.
Myrick, Vincent J. Elk Mound, Wis.
Nibbe, Mary Louise Chippewa Falls, Wis.
Nichols, Alice M. Mt. Hope, Wis.
Oass, Leonard T. Menomonie, Wis.
O'Connell, Gordon L. Menomonie, Wis.
O'Connor, Patrick J. Menomonie, Wis.
Pearson, William G. Superior, Wis.
Peterson, Charles R. Rib Lake, Wis.
Puhl, Lester G. Menomonie, Wis.
Roate, Harlow L. Appleton, Wis.
Romine, Charles H. Madison, Wis.
Rowe, Charles W. Beloit, Wis.
Reinhard, Paul M. Eau Claire, Wis.
Richert, Marlys R. Menomonie, Wis.
Rowe, Myrtle J. Eau Claire, Wis.
Schroeder, Delta K. Platteville, Wis.
Schwartz, Edward T. Menomonie, Wis.
Shaw, Francis B. Fond du Lac, Wis.
Strese, Dorothy D. Durand, Wis.
Swenson, Erling F. Madison, Wis.
Swiston, Mary E. Washburn, Wis.
Vukelich, Mathew F. West Allis, Wis.
Watson, G. Katherine Appleton, Wis.
Wolske, Lawrence E. Menomonie, Wis.
Woodworth, Harland M. Black River Falls, Wis.

Sophomore Class

Adams, Evelyn C. Menomonie, Wis.
Ainger, Robert F. Genoa City, Wis.
Albee, Mary Ellen Shell Lake, Wis.
Arnoldt, Chas. G. Janesville, Minn.
Baun, Dorothy A. Kenosha, Wis.
Beelen, Myrtle V. Appleton, Wis.
Braaten, Lawrence C. Elk Mound, Wis.
Braker, Orvetta N. Menomonie, Wis.
Braun, Merceda A. Athens, Wis.
Brown, Evelyn K. New Richmond, Wis.
Bubeck, Ruth E. Cadott, Wis.
Burnham, Natalie F. Chetek, Wis.
Crane, Lloyd Chippewa Falls, Wis.
Darling, Dorothy Lindstrom, Minn.
Doyle, Betty Ann Menomonie, Wis.
Einum, James R. Menomonie, Wis.
Embretson, Oscar Stanley, Wis.
Enli, Mildred H. Menomonie, Wis.
Epstein, Doris L. Menomonie, Wis.
Erpenbach, Marie E. Elk Mound, Wis.
Feirer, John L. Menomonie, Wis.
Finney, Mary C. Menomonie, Wis.
Foster, Roy I. Colfax, Wis
Fuller, Ann Menomonie, Wis.
Funk, Mary Lou Menomonie, Wis.
Garrison, Constance M. Appleton, Wis.
Garrison, Helen L. Appleton, Wis.
Gauvin, Arthur L. Eau Galle, Wis.
Giese, Willis E. Menomonie, Wis.
Giovannini, Steve F. Milwaukee, Wis.
Goke, Bernardine M. Buffalo, S. Dak.
Griffin, Dora M. Woodville, Wis.
Hankwitz, Marguerite H. Fond du Lac, Wis.
Hanson, Erwin D. Alexandria, Minn.
Hanson, Lillian C. Bayfield, Wis.
Hanson, Marie L. Racine, Wis.
Harmon, Ralph W. Menomonie, Wis.
Herpst, Marian L. Elmwood, Wis.
Hill, Merle M. Arcadia, Wis.
Houg, O. Wallace Menomonie, Wis.
Howison, Dorothy R. Menomonie, Wis.
Huber, Hubert H. Menomonie, Wis.
Hunter, Elizabeth J. Mukwonago, Wis.
Jeatran, Sophie Menomonie, Wis.
Johnson, Charles A. Whitewater, Wis.
Johnson, Cyril W. Menomonie, Wis.
Kaiser, Lawrence J. Menomonie, Wis.
Kubach, Walter F. Menomonie, Wis.
Kubalek, Harry J. Milwaukee, Wis
Lancaster, George L. Spring Valley, Wis.
Larson, Adelaide R. Duluth, Minn
Larson, Viola Minneapolis, Minn
Lauermann, Phyllis M. Alexandria, Minn
Ludvigson, John W. Elk Mound, Wis.
Lundell, Leonard W. Cloquet, Minn.
McCulloch, Malcolm L. Menomonie, Wis.
McEachron, Marion E. DePere, Wis
McLeod, M. James Menomonie, Wis.
Malcolm, Mary P. Chetek, Wis.
Mezzano, James L. Wakefield, Mich.
Miller, Irma A. Menomonie, Wis.
Moltzau, Hughitt G. Menomonie, Wis.
Monahan, Louise P. Menomonie, Wis.

Mullen, Agnes S. Bloomer, Wis.
Mullen, Ragna S. Bloomer, Wis.
Murray, Marie M. Antigo, Wis.
Ney, Bernard P. Elk Mound, Wis.
Olson, Howard T. Knapp, Wis.
Olson, William E. Ironwood, Mich.
Owen, W. Louise Downing, Wis.
Patrick, Vivian A. Whitewater, Wis.
Pickering, Inez D. Ellendale, Minn.
Pierson, Theodore K. Menomonie, Wis.
Pratt, Juanita V. Green Bay, Wis.
Price, Kirby J. Menomonie, Wis.
Ruesink, Florence B. Hudson, Wis.
Ruppe, Frank J. Ironwood, Mich.
Schernecker, Ann M. L. Madison, Wis.
Schultz, Marine R. Menomonie, Wis.
Shafer, Joyce A. Menomonie, Wis.
Sherman, Robert V. Hibbing, Minn.
Shudlick, Arthur W. Rice Lake, Wis.
Siefert, Edwin W. Menomonie, Wis.
Skeels, Catherine L. Eau Claire, Wis.
Smilanich, Amelia M. Chisholm, Minn.
Snoyenbos, Dorr C. Mondovi, Wis.
Spaulding, Esther L. Baraboo, Wis.
Steinke, Agnes E. Baraboo, Wis.
Sturmer, Carolyn F. Bloomington, Wis.
Swan, Edith E. Wauwatosa, Wis.
Thomas, Elaine M. Evansville, Wis.
Vennes, Grant R. Menomonie, Wis.
Volp, Glenn F. Menomonie, Wis.
Wallner, Leo D. Janesville, Minn.
Williams, Evan W. Menomonie, Wis.
Williams, John S. Menomonie, Wis.
Winnig, Margaret L. Sheboygan, Wis.
Worthington, Sylvia E. Union Grove, Wis.
Ziehm, Marlitta M. Crandon, Wis.

Freshman Class

Adams, Harvey J. Menomonie, Wis.
Alt, Laura H. Menomonie, Wis.
Ajer, Lynn W. Boyceville, Wis.
Anderson, Emily F. Menomonie, Wis.
Arntson, Clarence A. Menomonie, Wis.
Baier, Harvey H. LaCrosse, Wis.
Barbo, Agdur A. Menomonie, Wis.
Becker, Florence A. G. Nicollet, Minn.
Blumer, Doris E. Knapp, Wis.
Bolle, Earl L. Menomonie, Wis.
Borland, Rena E. Elkhorn, Wis.
Braker, William W. Menomonie, Wis.
Branshaw, Stanley W. Elmwood, Wis.
Brown, Eleanore Wabasha, Minn.
Brown, Lowell E. Menomonie, Wis.
Chamberlin, George H. Menomonie, Wis.
Christianson, Peter F. Rib Lake, Wis.
Clough, Gale V. Boyceville, Wis.
Colter, Myrtle T. Racine, Wis.
Crego, Elliot E. Menomonie, Wis.
Curran, Mary E. Menomonie, Wis.
Curtis, John E. Menomonie, Wis.
Dallich, Mike Mayville, Wis.
Davison, Dorothy C. Menomonie, Wis.
Dolejs, Joseph M. Antigo, Wis.
Donley, Leone G. Menomonie, Wis.
Duda, Franklin E. Racine, Wis.
Ellison, Eva S. Ashland, Wis.
Fisk, Jessie L. Milwaukee, Wis.
Flanagan, Eleanor F. Stanley, Wis.
Flick, Doris N. LaCrosse, Wis.
Flynn, James L. Eau Claire, Wis.
Fordham, Dorothy M. Minneapolis, Minn.
Freeman, Charles R. Menomonie, Wis.
Funk, Lorraine E. Minneapolis, Minn.
Gardner, Dorothy Milwaukee, Wis.
Gauvin, Wayne C. Eau Galle, Wis.
Gebhart, Bernice I. Menomonie, Wis.
Good, Helen M. Menomonie, Wis.
Gregg, Robert F. Menomonie, Wis.
Griffin, Wayne R. Woodville, Wis.
Hamerly, Louis P. Menomonie, Wis.
Hed, Agnes J. Crandon, Wis.
Hellum, Jack P. Menomonie, Wis.
Hendrickson, Harry G. Menomonie, Wis.
Herwig, Erma E. Arlington, Wis.
Hetager, Mildred C. Menomonie, Wis.
Hipke, Mary Virginia Stanley, Wis.
Hull, Marson B. Menomonie, Wis.
Jameson, Ruth M. Gays Mills, Wis.
Jewett, Verne H. Chippewa Falls, Wis.
Joos, Mabel A. Alma Center, Wis.
Kelley, Mary Jean Menomonie, Wis.
Kline, Virginia G. Kaukauna, Wis.
Klinker, Blanche A. Menasha, Wis.
Kraft, John E. Menomonie, Wis.
Laurich, Olga A. Eveleth, Minn.
Lee, Arnold W. Menomonie, Wis.
Libert, Audrey W. Green Bay, Wis.
Lloyd, Dorothy B. Randolph, Wis.
McCaffrey, Jeanne J. Wabasha, Minn.
McDonald, Kathleen E. Menomonie, Wis.
Martin, Jane Chippewa Falls, Wis.
Martin, Mildred G. Lynxville, Wis.
Miller, Marian A. Stanley, Wis.
Milnes, Harold Jack Menomonie, Wis.
Molitor, Marguerite M. Menomonie, Wis.
Nelson, Eunice A. Owen, Wis.
Neubauer, Gerhardt W. Menomonie, Wis.
Neverdahl, Lorraine E. Menomonie, Wis.
Nutter, Vernetta M. Menomonie, Wis.
O'Connor, Ellen K. Menomonie, Wis.
O'Dell, Maxine O. Winneconne, Wis.
Olson, Harriet D. Menomonie, Wis.
Omsted, Dorothy E. Eau Claire, Wis.
Ostrom, Evert Clear Lake, Wis.
Overbeck, Allouise Sturgeon Bay, Wis.
Price, Margery C. Menomonie, Wis.
Price, Marie L. Menomonie, Wis.
Rice, Kathryn E. Fond du Lac, Wis.
Roberts, Robert M. Shinnston, W. Va.
Sand, William M. Menomonie, Wis.
Schlosser, Ernest J. Menomonie, Wis.
Schulz, Harold A. Milwaukee, Wis.
Schwartz, Donald L. Eau Claire, Wis.
Sjolander, Margaret A. Holmen, Wis.
Smith, Bernice M. Menomonie, Wis.
Sprague, Harriet A. Eagle, Wis.
Steiner, Elner Marie Appleton, Wis.
Stephens, Allen J. Elmwood, Wis.
Styer, Lois L. Menomonie, Wis.
Thomas, David E. Waukegan, Ill.
Thompson, Anne Marie Pelican Lake, Wis.
Timmerman, Helen I. Menomonie, Wis.
Trettin, Vincent J. Menomonie, Wis.
Washburn, Jane A. Sturgeon Bay, Wis.
Whaley, Robert E. Mosinee, Wis.
Wilson, Flora C. Lake Nebagamon, Wis.
Wood, Stella A. South Wayne, Wis.
Zastrow, Loretta M. Fountain City, Wis.
Zeilinger, Charles J. Eau Galle, Wis.

Graduate Students

Anderson, Bert W.	Menomonie, Wis.	Harmon, Charles E.	Menomonie, Wis.
Doyle, Paul Q.	Menomonie, Wis.	Jensen, Robert P.	Boyceville, Wis.
Funk, Marjorie E.	Menomonie, Wis.	Patterson, Kenneth E.	Menomonie, Wis.

Special Students

Pence, Homer O. Menomonie, Wis.

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CALENDAR FOR 1934-35

Twenty-ninth Annual Summer Session
Begins June 18, 1934 — Ends July 27, 1934

Thirty-second Regular Session
Begins September 11, 1934 — Ends May 31, 1935

First Semester Ends January 25, 1935
Second Semester begins January 28, 1935

Holiday Vacation Begins December 21, 1934
Classes resume on January 7, 1935

Commencement Day May 31, 1935

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